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ABSTRACT

This curriculum guide for the Bilingual Microcomputer Business Skills Course reflects modern office practices and technology and encompasses 19 joint lessons. This volume, one of three, contains seven competency-based joint lessons, the focus of which is on mastering specific tasks needed to accomplish the job of the occupational cluster of clerical worker while also learning job-related English as a second language (ESL). The language level of the lessons is designed for a trainee with high-intermediate to advanced levels of English language proficiency. Teacher materials include a curriculum outline. Each joint lesson includes these components: a cover sheet (identifying related communicative task, vocational task, performance objective, steps and technical knowledge, technical terms, language functions, language structures, tools and materials, background knowledge, safety, attitudes, learning activities and resources--vocational and job-related ESL); technical terms sheets; information sheets; operation sheets; job sheets; activity sheets; and performance evaluation sheets. The seven joint lessons/tasks are: boot an Apple II Plus microcomputer; correct typographical errors in a letter; open, name, and save a file, rename or delete a file; type, save, and print a memorandum on a microcomputer; type, save, and print a letter on a microcomputer; type, save, and print a manuscript on a microcomputer; and edit a heavily proofread text and save on a microcomputer and then print with 100 percent accuracy. (YLB)

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Bilingual Microcomputer
Business Skills Course
Vol. I Joint Lesson 1-7
Hacer Inc. 1987
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HISPANIC
WOMEN'S
CENTER

"A place to stand together, to meet and work for all Hispanic women."

611 Broadway, Room 812
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These 19 joint lessons are the product of a work team consisting of the following individuals: Jesus Castro, Alice Sigalos, Mary Romney, Felicita Ramos, and Charissa Collazo.

Special thanks to Nancy Smith, Rebecca Douglas, Joan Friedenberg, the trainees and the BVT Advisory board members for there feedback during the development process.

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INTRODUCTION

The Curriculum and Joint Lesson Development Process

The curriculum developed for the Bilingual Microcomputer Business Skills Course reflects the modern office practices and technology.

During the course of its development various individuals from private and public sectors were consulted to provide feedback. The basic guidelines, strategies, and format for the curriculum and joint lessons were provided by the Miranda Associates document entitled "A Guide for Planning Instruction for Bilingual Vocational Training Projects". The following steps well describe the basic process which was used in the development of the 19 Joint Lessons.

1. analyzing current job descriptions through the use of local classified ads, the Dictionary of Occupational Titles, employment agencies and employers to select the basic skills and qualifications required for office workers.
2. Selecting fundamental tasks to be developed and outlining a curriculum for instruction.
3. Preparing a vocational performance objective chart which included communication skills necessary for each of the 19 tasks selected.
4. Preparing a comparative chart for joint lessons and curriculum.
5. Developing materials such as activity sheets, information sheets, job and performance evaluation sheets and learning strategies for each lesson and testing them with trainees.
6. Seeking expert and trainee feedback and revising the materials according to recommendations.

The 19 joint lessons developed are competency-based. The focus was on mastering specific tasks needed to accomplish the job of the occupational cluster of clerical worker. The sequence of the lessons are in a logical order for learning about the microcomputer and word processing in a systematized manner.

The lessons were designed so that the trainees could complete the tasks on their own, in pairs or in small groups. The learning activities included were prepared and revised to accommodate individual learning styles, interest and pace of learning and to relate to the objectives of the task. many different kinds of illustrations and examples were provided for the purpose of assisting the trainee in the comprehension of a process theory or communicative skill. Effort was made to use language that was free of culture and sex stereotyping and to show females and males equally and at the same time making the trainee aware of their rights as workers and of gender and racial discrimination and harassment which still occur in some office settings. As stated, the content of the joint lessons was drawn from the course curriculum. The most accurate and up to date information was incorporated into the lessons. Hi-tech office communication systems were introduced and their advantages and disadvantages discussed with the trainees.

The language level of the lessons was designed for a trainee with high-intermediate to advanced levels of English language proficiency. Some materials offer alternatives in terms of language levels for presenting information to the trainee. Explanations for technical terms and directions are simple and the text avoids slang. Since the joint lessons were all based on the Miranda Associates document for curriculum and joint lesson development, they include technical terms sheets which provide definitions; information sheets which provide information the trainee needs to comprehend processes and procedures related to the task at hand or to the occupation; operation sheets which contain the step-by-step direction to perform an operation; job sheets which provide information on the materials, supplies, steps needed to complete a job task and provide practice of the skill; activity sheets which provide the trainee with independent and/or cooperative exercises and assignments and which strengthen a concept, job skills or communicative skill; and performance evaluation sheets which explain to the trainee the task and the evaluation procedures that she/he needs to complete in order to master a competency.

The process of developing the joint lessons involved having trainees use the materials in the lesson in order to determine if the materials really focused on the task, what difficulties the trainees experienced and what motivated and interested them. This feedback was used to revise the lessons.

By no means do we feel that the 19 joint lessons presented are perfect and will not need any further revisions. On the contrary, we plan to continue testing these lessons for as long as they are utilized at the Hacer Inc. training center. We recognize that they will need to be reviewed and revised in order to maintain their capacity to keep up with technological advances and communicative skills necessary to meet the learning needs and abilities of new trainees and a changing job market.

Vocational and J.R. ESL Performance Objectives Chart

HACER, INC.

BILINGUAL MICROCOMUTER BUSINESS SKILLS COURSE

TASK	RELATED COMMUNICATIVE TASK	CONDITIONS	PERFORMANCE	CRITERIA
1) Boot Microcomputer Boot an AppleII Plus Microcomputer	Understand directions sequentially stated. Identify meanings of signs and symbols.	Given an Apple II Plus Microcomputer	Boot Disk Operating System (DOS) and format a blank disk	A checklist will be used to rate your performance. All items must receive a yes rating
2) Correct typographical errors in a letter	Correct written information	Given one document with 5 word division 5 spelling and 2 spacing errors.	Correct these by retyping the document	With 100% accuracy
3) Open, Name a file, keyboard a document and save the file	Understand directions sequentially stated. Identify meanings of signs and symbols.	Given an Apple II Plus Microcomputer, program and data file disks.	Open and name a file and keyboard a handwritten document and save it on the data file disk.	A checklist will be used to rate your performance. All items must receive a yes rating
4) Type, Save and print a Memorandum on an AppleII Plus Microcomputer	Understand directions Seek clarification Employ listening skills	Given a handwritten memo with format.	Type the material, save and print the file.	With 100% accuracy
5) Type, Save and print a letter on an Apple II Plus Microcomputer	Understand directions Seek clarification Utilize listening skills	Given a handwritten letter and verbal instructions on the format.	Type a letter and print the file.	With 100% accuracy in 25 mins.

6) Type, Save and print a manuscript on an AppleII Plus Microcomputer	Understand directions Employ listening skills Seek clarification	Given a handwritten manuscript.	Type the manuscript using a microcomputer, save and print the file.	With 100% accurace in 1 hour.
7) Edit a heavily proof-read text and save on AppleII Plus Micro-computer	Recognize and interpret meanings of proof-reader's symbols.	Given a typed copy with 59 proofreading marks.	Edit the material according to proof marks and save on AppleII Plus Microcomputer, then print from Epson pritner	With 100% accuracy
8) Answer several incoming calls	Polite greetings Identify self and company. Offer assistance. report or request information or additional information	Given a multiline phone and four incoming calls in English	Answer the phone and screen calls.	A checklist will be used to rate your performance. All items must receive a yes rating.
9) Take and disseminate telephone messages	Utilize writing skills report factual information. Seek clarification. Request inform.	Given a telephone and three incoming calls in English	Record messages on a message pad and disseminate messages on a message board.	With 100% accuracy

10) Obtain Zip Codes by Telephone from the Post Office	Understand directions Request information Report information	Given the name and partial address of five persons in NYC and a telephone.	Obtain the zip codes of five persons from the Post	With 100% accuracy in five minutes.
11) Sort and distribute Incoming Mail: Open/notate, arrange, (classify) an coming mail.	Given 10 pieces of mail a letter opener, date stamp, stapler and paper clips.	Open the envelopes, stamp the contents, sort by addressee, and distribute to addressee.	Open the envelopes, stamp the contents, sort by addressee, and distribute to addressee.	A checklist will be used to rate your performance. All items must receive a yes rating
12) Prepare Outgoing Mail	Read for factual information Seek clarification	Given five outgoing letters. Five other pieces of mail, Zip Code directory, postage meter and scale, postal rate chart.	Fold and stuff the mail, locate missing zip codes using directory, determine postal expenditure & stamp envelopes using scale and postage meter.	A checklist will be used to rate your performance. All items must receive a yes rating with the exception of zip codes which may have no more than 2 errors
13) Reproduce and Collate Documents	Ask for clarification Recognize symbols Follow written directions	Given four documents and a MITA DC.213RE copier with automatic stapler and collator	Make 1 letter size (8 1/2 by 11) copy of document #1 1 legal size (8 1/2 x 14) of document #2 1 enlargement (1.1.21) of document #3 and 1 reduction (85%) of document #4 Collate and staple the four copies.	A checklist will be used to rate your performance. All items must receive a yes rating
14) Compute the cost of purchasing stamps	Recognize symbols Seek information Report factual information	Given an office calculator and $100 Petty cash amount.	Compute using a calculator and record the cost of purchasing stamps.	With 100% accuracy.

15) Record Supplies	Identify objects Record information	Given an inventory sheet and supply cabinet filled with various office supplies.	Oganize items by category on shelves and record quantity of items in alphabetical order on inventory sheet.	With 100% accuracy.
16) Order Office Supplies by telephone	Identify objects Identify self and comp. Seek clarification or additional information	Given an office supply catalogue, a filled purchase requisition form and a telephone.	Select and order items by phone	With 100% accuracy.
17) Order Office Supplies using purchase form	Identify objects Record information	Given a blank purchase order form, a supply catalogue and a list of supplies.	Select supplies from the catalogue and type out purchase order form.	With 100% accuracy.
18) File in Alphabetical Order	Read for factual information	Given twenty documents	File them in alphabetical order.	With 100% accuracy.
19) File by Subject	Read for factual information	Given 20 documents	File by subject.	With 100% accuracy.

Joint Lessons and Curriculum Comparative Chart

JOINT LESSON	CURRICULUM CONTENT AREA
1. Boot an Apple II Plus Microcomputer	Phase I-Typing 1 Keyboarding Learn to type on microcomputer
2. Correct typographical errors in a letter	Phase I Typing/Keyboarding a. learn to type on typewriter b. learn proper typing position BASIC OFFICE SKILLS a. the typewriter b. word division
3. Open Name & Save a File Rename or Delete a File	Phase II Text Editing WordStar-Text Editing system BASIC OFFICE SKILLS filing
4. Type, Save & Print a Memorandum on an Apple II Plus Microcomputer	Phase II Text Editing WordStar-Text Editing system BASIC OFFICE SKILLS Memorandum
5. Type, Save & Print a Letter on an Apple II Plus Microcomputer	Phase II Text Editing WordStar-Text Editing system BASIC OFFICE SKILLS a. parts of the letter b. tone of the letter c. style of the letter d. abbreviations e. capitalization
6. Type, Save & Print a Manuscript on an Apple II Plus Microcomputer	Phase II Text Editing WordStar-Text Editing system
7. Edit a heavily Proof-read text, and Save on Apple II Plus Micro-computer then print from Epson printer with 100% accuracy	Phase II Text Editing Proofreading techniques BASIC OFFICE SKILLS Proofreading techniques
8. Answer several incoming telephone calls	BASIC OFFICE SKILLS the telephone
9. Take and Disseminate telephone messages	BASIC OFFICE SKILLS the telephone

10. Obtain Zip Codes from the Post Office	BASIC OFFICE SKILLS the telephone
11. Open, notate, arrange (classify) and distribute incoming mail	BASIC OFFICE SKILLS handling office mail
12. Prepare outgoing mail	BASIC OFFICE SKILLS handling office mail
13. Reproduce & collate documents	BASIC OFFICE SKILLS business machines and their use
14. Compute the cost of purchasing stamps	BASIC OFFICE SKILLS a. numbers b. business machines and their use
15. Record supplies	BASIC OFFICE SKILLS Purchasing supplies a. match inventory
16. Order office supplies by phone	BASIC OFFICE SKILLS a. the telephone b. purchasing supplies
17. Order office supplies using purchase order form	BASIC OFFICE SKILLS purchasing supplies
18. File in alphabetical order	BASIC OFFICE SKILLS filing
19. File by subject	BASIC OFFICE SKILLS filing

Bilingual Microcomputer
Business Skills Curriculum

1. Microcomputer Component
    1. Keyboard
    2. Text-editing
2. Business Skills Component
    1. Basic Office Skills
    2. J.R. ESL

CURRICULUM OUTLINE

TRAINING SITE: HACER, INC.
611 BROADWAY ROOM 812
NEW YORK, NY 10012

PROGRAM; BILINGUAL MICROCOMPUTER BUSINESS SKILLS

INSTRUCTIONAL COURSE TITLE; PHASES 1 - TYPING (KEYBOARDING)

JOB COMPETENCIES: OCCUPATIONAL CLUSTER - OFFICE WORK

1. OFFICE HELPER - LIGHT TYPING - 35WPM
2. CLERK TYPIST - TYPE 45 - 50 WPM
3. SECRETARY - TYPE 50 - 60 WPM

TYPING COURSE DESCRIPTION:

PHASE I: Typing

The objective of the typing course is to develop the fundamental typing techniques in those trainees who have had no prior experience with typing and/or to upgrade the typing techniques of those trainees who have had typing.

The typing course prepares the trainees for the word/information processing/text editing course of study. However, the typing course by itself will enable the trainee to perform in an office setting which may not utilize a word processor or microcomputer.

The typing course will give trainee fundamental skills in speed and accuracy on the keyboard of a typewriter and microcomputer. The typing curriculum will be set up in three categories:

1. Beginner - A person who has had no experience with a typing keyboard.
2. Intermediate - A person with some knowledge of a keyboard, they may have previous typing skills although they have not typed recently at business speed (50 words per minute).
3. Advance - A person who has typing skills and types at a speed of 40-50 words per minute with good accuracy.

COURSE OBJECTIVES:

Upon the completion of this course trainee will be able to:

Beginner typist -
1. Obtain proper finger placement on keyboard (typewriter and computer) and strike keys with correct fingers.
2. Type a straight copy from handwritten document with speed, control and accuracy from home base position. 50% accuracy.

Intermediate typist - 1. Perform all beginner objectives.
2. Keyboard paragraphs which include numbers and symbols with improved speed and control. 75% accuracy.

Advanced typist - 1. Perform all beginner objectives.
2. Perform all intermediate objectives with significant increased speed, and concentration. 100% accuracy.

COURSE CONTENT OUTLINE:

1. Learn to type on typewriter.
    a. operate parts of typewriter
    b. learn the letter keys
    c. learn the figure and basic symbol keys
    d. basic skill improvement (speed, control, accuracy)

2. Learn to type on microcomputer.

    a. operate to type on microcomputer
    b. learn letter keys
    c. learn the figure and symbol keys
    d. basic skill improvement (speed, control, accuracy)

3. Learn good typing position.

    a. eyes on copy
    b. fingers curved and upright wrist low
    c. forearms parallel to slant of keyboard
    d. sit back in chair, body erect

    e. textbook at right of machine and elevated for easy reading, table free of unneeded materials
    f. feet on floor for balance

EVALUATION:

Performance testing
Electric typewriter and
microcomputer

EQUIPMENT, SUPPLIES AND MATERIALS:

Equipment: Apple II Plus, IBM P.C.'s
Standard electric typewriter

Supplies: Software
Typing 2.1 Beginner Level
Typing Tutor Intermediate - a. Precision and accuracy
b. Paragraphs
Advance Level- Free Typing Style
Master Type - For Speed

Materials:

Typing Manuals
Century 21 Typewriting Sec. Ed.
South-Western Publishing Co.

Typing I - General Course
Gregg Division/McGraw-Hill Book Co.

Typing Competency Sheet

TYPING COMPETENCY TEST

TYPING TUTOR - DATA SHEET

NAME____________________________________ CYCLE:__________

OPTIONS:

1) *Letters*
2) Numbers
3) Symbols
4) Typing Test

1) Learn Keys
2) *Practice Paragraph*
3) Typing Tutor

1) Continue Drill
2) Learn More Keys
3) Build more Speed
4) *Practice Paragraph*
5) Progress Report

DATE	OPTIONS	# ERRORS	WORDS/MIN.	ACCURACY

CURRICULUM OUTLINE

TRAINING SITE: HACER, INC.
611 BROADWAY
NEW YORK, NY 10012

PROGRAM: Bilingual Microcomputer Business Skills

INSTRUCTIONAL COURSE TITLE: Phase II - Text Editing

JOB COMPETENCIES:

1. Types from handwritten copy.
2. Make revisions indicated on rough draft and produce a final copy.
3. Store, recall and edit material with accuracy and speed.
4. Accurately interpret proofreader mark.

Data Entry job competencies:

1. Inputs data on keyboard.

TEXT-EDITING COURSE DESCRIPTION:

PHASE II. TEXT EDITING SYSTEMS - BUSINESS ASSIGNMENTS (WORDSTAR)

The objective of the text-editing/word information processing course of study is to teach trainee how to perform business assignments using the WordStar text editing system. The business assignments are arranged into three sections.

1. A Business Letter Section - which will give trainees thorough training in all modern business letter styles.
2. A Business Form Section - in which trainee will learn how to edit memorandum, short messages, postcards, envelopes.
3. A Special Session - which will instruct trainee on how to use text editing systmes for manuscripts, documents and learn proofreading techniques.

COURSE OBJECTIVES:

1. Operate WordStar Text-Editing System.
2. Use proofreading techniques.
3. Use technical vocabulary accurately.
4. Increase the trainees' knowledge of word/information processing center functions.
5. Improve trainees' ability to follow written directions.
6. Increase trainees' knowledge of possible careers in word processing and microcomputers.
7. Increase trainees' ability to work effectively as part of a team.

CONTENT OUTLINE:

1. WORDSTAR - Text Editing System

    a. Trainees will learn Basic Text Editing.
    b. Learn On-Screen Text Formatting.
    c. Learn to Find Text.
    d. Learn editing features.
    e. Learn print features.
    f. Learn WordStar error messages.

2. PROOFREADING TECHNIQUES

    a. Trainee will learn at least two recommended proofreading techniques.
    b. Learn meaning of selected proofreading marks.
    c. Accurately write proofreading marks.
    d. Accurately interpret proofreading marks.
    e. Successfully revise a job that uses standard proof reader's symbols.
    f. Make use of reference material if necessary.
    g. Correctly use proofreader's symbols to mark copy that has typos, spelling, and grammatical errors.

3. WORK/INFORMATION PROCESSING VOCABULARY

Trainee will learn definitions of work/information terms such as author; keyboard; playback; recall; typing a rough draft; typing at rough draft speed; turnaround time; first-time final copy; batch work; log; top-priority job; marking; copy; edit; format; draft; principal originator; pitch; CRT; global search; hard copy; printout; internal storage; external storage; variable information; cursor procedure; final copy.

EVALUATION:

Performance Testing
Criteria Reference Testing

MATERIALS, SUPPLIES AND EQUIPMENT:

Equipment: Apple II Plus Microcomputer
IBM PC

Software : WordStar - for Apple's
(the one for IBM PC)

Supplies : blank diskettes

Materials:

The Illustrated Word Processing Dictionary, Russell A. Stultz, Prentice Hall, Inc.
Word Processing Skills and Applications

Mary Anne Flynn - Elizabeth Walls, Reston Publishing

Working Your Way Through WordStar
Sally Graham, South-Western Publishing Co.

Mercury Systems, Inc.
Practice Set in Word/Information Processing for Use With Text-editing or Conventional Typewriters - Betty L. Boyce, Gregg Division/McGraw Hill Publishing

TYPING 7 TEXT-EDITING COURSE
SCHEDULE

WEEK 1-4 PHASE I

Basic typing drills - speed and accuracy for data entry
Basic Micro Vocabulary - Process
Basic Office Vocabulary
Skills Practice

WEEK 5-19 PHASE II

Text-Editing Systems - used in the same capacity as a typewriter in conjuction with the self-paced secretarial typing text / typing tutor for continuation of typing practice - preparation of simple memos, business letters, inter-office memos, print-out of rough draft as well as formalted computer printed memos.

Micro Words
Text-Editing Symbols
Use of Printer
Modifiable Database Systems
Skills Practice - Typing

TRAINING SITE: HACER, INC.
611 Broadway Room 812
New York, NY 10012

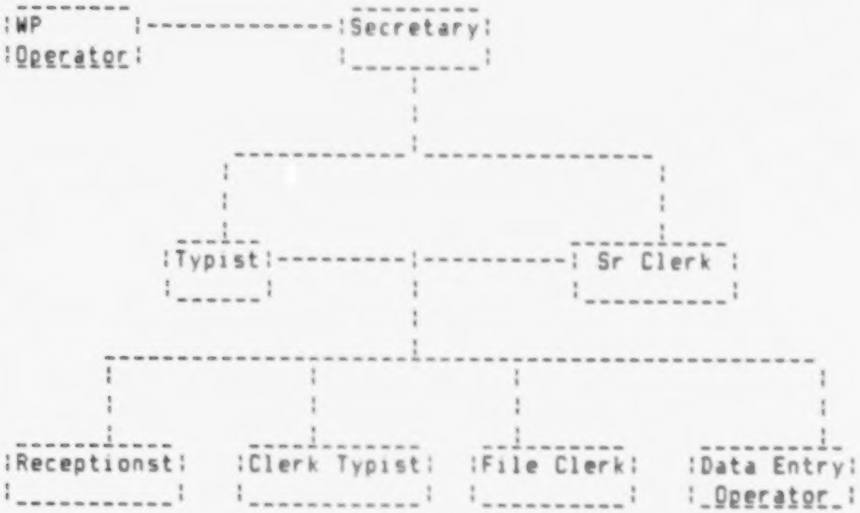
PROGRAM: Bilingual Microcomputer Business Skills

INSTRUCTIONAL COURSE TITLE: Basic Office Skills/Job Related English

COMMON JOB COMPETENCIES FOR OCCUPATIONAL CLUSTER: (Office Occupations) Clerk Typist, Data Entry, Office Helper, Receptionist, Secretary

1. Answers telephones.
2. Types business records, manuals & correspondence.
3. Proofreads typed copy.
4. Retypes copy or corrects errors
5. Opens and sorts mail.
6. Files.
7. Keeps records of callers and distributes messages.
8. Operates office machines such as copier, postage.
9. Prepares mail.

TRAINING OCCUPATION CLUSTER - Office Occupations other than Management



BUSINESS COURSE DESCRIPTION:

The course will prepare the trainees to be able to function effectively in an English speaking office/business setting where microcomputers will be found. (Small business setting or corporations). The course will help also reinforce and support the training activities by using specific language related to the use of a microcomputer. It will also seek to enhance written, reading, listening and oral language skills in English.

The scope of the Bilingual Microcomputer Business Skills Training Project embraces the following: Office Procedures and Business English including punctuation, mechanics of writing and business letters.

This portion of the curriculum is intended to give the participant those English language related skills needed to function in business/office work.

Areas of instruction will include:

Principles of English oral/written communication, understanding job related materials, listening/taking and giving instructions, and reading to get job related information.

The participants will focus on proper attitudes, human relations, telephone techniques, grammar, organization and personal appearance.

BUSINESS COURSE OBJECTIVES:

Upon successful completion of this course the trainee will be able to: type with acceptable speed and accuracy, file, handle mail, operate business machines such as postage machine and copier, proofread business letters, answer telephones, take and distribute messages, order supplies, and use proper business English.

CONTENT OUTLINES:

THE TYPEWRITER:

A. Vocabulary
B. Typewriter Operative Parts with Diagram
C. Get Ready to Type Hints
D. Correct Posture
E. Handling the Paper
F. Finger Position
G. The Paper Guide and the Marginal Stops
H. Capital Letters and Sentences
I. Paragraph Indenting and Simple Tabulation
J. Complex Tabulation
K. Special Characters
L. A-K vs the Microcomputer
M. Maintenance of the Typewriter
N. Supplies Needed
O. Different Typewriters Available

P. How to make the typewriter work for you

THE TELEPHONE:

A. Vocabulary
B. Receiving a Call
C. Placing the Call
D. Calls for the Boss
E. The Five C's
F. Business Etiquette
G. Long Distance Calls
H. Taking Telephone Messages
I. Tips for Getting Details
J. Recording the Details
K. Requesting Phone Procedures from Company
L. Gathering Information from Staff
M. Handling Difficult Situations
N. Telephone Service
O. Answering Machines
P. Keeping Telephone Directories
Q. Supplies Needed
R. Different Telephone Systems Used
S. Dialogues
T. Telephone Logs

FILING:

A. Vocabulary
B. Basic and Sophisticated Equipment
C. Systems of Filing
    1. Alphabetic
    2. Geographic System
    3. Subject System
    4. Numeric System
    5. Arrangement Within Folders
D. Indexing and Rules for Indexing
E. Setting up New Filing System
F. Supplies Needed
G. File Management

BUSINESS ENGLISH (Job Related):

I. PUNCTUATION: USING THE PERIOD, QUESTION MARK, AND EXCLAMATION POINT

A. Typing Hints
B. Kinds of Sentences
C. Uses of the Period
D. Uses of the Question Mark
E. Uses of the Exclamation Point

II. USING THE COMA

A. Typing Hints

B. Using the Comma Correctly
C. Comma Pointers

III. USING THE COLON, SEMICOLON , AND DASH

A. Typing Hints
B. Using the Colon
C. Using the Semicolon
D. Using the Dash

IV. QUOTATION MARKS AND UNDERLINING

A. When to use Quotation marks
B. When to Underline

V. PARENTHESIS, BRACKETS

A. Using Parenthesis
B. Using Brackets

BUSINESS LETTERS

I. PARTS OF THE LETTER

A. Letterhead
B. Date
C. Inside Address
D. Salutation
E. Body
F. Closing
G. Signature

III. STYLE OF LETTERS

A. Modified-Block Letter, with Mixed Punctuation
B. Full-Block, with Mixed Punctuation
C. Full-Block, with Open Punctuation
D. Simplified Letter
E. Inverted Style, with Mixed Punctuation

IV. MEMORANDUM

A. Recommended Writing Suggestions
B. Direct Organization
C. Indirect Organization

MECHANICS

I. NUMBERS

A. Page Numbers
B. All Numbers
C. Beginning Numbers
D. Measurements
E. Money
F. Fractions, Decimals, and Percentages
G. Addresses
H. Dates and Times
I. Organizations
J. Roman Numerals

II. ABBREVIATIONS

A. Personal Names
B. Addresses
C. Organizations
D. Dates
E. Measurements
F. Names of Countries

III. WORD DIVISION

A. Rules for Dividing Words
B. Examples of Words Correctly Divided
C. Examples of Words that Should not be Divided
D. General Guidelines

IV. CAPITALIZATION

A. Rules for Capitalization
B. To Show Beginnings
C. Personal Names
D. Place Names
E. Religious and Historical Names
F. Names of Organizations
G. Calendar and Holiday Names

- H. Titles of Works
- I. Letters

V. PROOFREADING

- A. Vocabulary
- B. Proofreading Techniques
- C. Proofreader's Marks
- D. What to Look For
- E. Double Person Proofreading
- F. Importance and Necessity of Proofreading

OFFICE PROCEDURES

I. HANDLING OFFICE MAIL

- A. Vocabulary
- B. Incoming Mail
- C. Dating and Distributing the Mail
- D. Arranging Incoming Mail
- E. Outgoing Mail
- F. Folding Letters
- G. Sealing Envelopes by Hand
- H. Postal Information
- I. Packaging
- J. Bulk Mailing
- K. Stamp Machine
- L. Postage Expenditure
- M. Post Office

II. BUSINESS MACHINES AND THEIR USE

- A. Vocabulary
- B. Copying Machines
- C. Duplicating Machines
- D. Addressing Machines
- E. Stamp Machines
- F. Adding and Calculating Machines
- G. Diagrams of Machines with Instructions
- H. Supplies Used and Needed

III. PURCHASING SUPPLIES

- A. Vocabulary
- B. Invoices/Purchase Orders
- C. Locating Suppliers
- D. Comparing and Contrasting
- E. Business Etiquette - "Taking From the Company"
- F. Month Inventory
- G. Office Supplies Frequently Used

BUSINESS COURSE SCHEDULE

Concurrent with Typing & Text-Editing Course

Week 1-3 Office Procedures	1. The Typewriter 2. The Telephone 3. Filing
Week 4-7 Punctuation	1. Using the Comma 2. Using the Colon, Semicolon and Dash 3. Quotation Marks and Underlining 4. Parenthesis and Brackets
Week 8-10 Business Letter	1. Parts of Letter 2. The Tone of the Business Letter 3. Style of Letters 4. Memorandums
Week 11-14 Mechanics	1. Numbers 2. Abbreviations 3. Word Division 4. Capitalization 5. Proofreading
Week 15-19	1. Handling Office Mail 2. Business Mechanics and Their Use 3. Purchasing Supplies

Notes: Week 8-14 coincide with Phase II - Text Editing

ADDITIONAL RESOURCES

1. BUSINESS ENGLISH

Basic English for Business Communication, Belmont, California Pitman Publishers, 1978
Bryant, Katherine, Howard L. Newhouse, and Ralph S. Handy

This is a good English reference, and it contains excellent exercises which have been used extensively in the classes.

Business English in Communications, Belmont, California Pitman Learning, 1975
Himstreet, William C., Leonard J. Porter, and Gerald W. Maxwell.

This is a thorough textbook of English as it is used in business. This book and its accompanying workbook have supplied a good deal of course material and served as references for course design at the Center.

Word Division Manual, Cincinnati, Ohio. South-Western Publishing Company, 1970
Silverthon, J.E., and Devern J. Perry

This small manual deals only with problems of word division and has been recommended as an office reference for the students.

Shorthand, Typewriting, and Secretarial Training, New York, NY
Grosset and Dunlap Publishers, 1981
White, Morris, and Abraham Epstein.

This book is a concise review of most office practices and has served as a reference for teaching these practices in the English classes.

2. ENGLISH AS A SECOND LANGUAGE

The English Notebook: Exercises for Mastering the Essential Structures, New York, NY, Minerva Brooks, 1980
Yorkey, Richard.

This workbook teaches English grammar systematically and provides writing practice. The presentation of the grammatical concepts is clear and the exercises are effective. It would, however, be much more useful to the Microcomputer Program if it contained more computer-related vocabulary.

Let's Talk: A Book of Conversations, New York, NY
Regents Publishing Company, 1970
Finocchiaro, Mary.

This book provides conversation models which the students, especially the less fluent ones, can study and practice. It also exemplifies the more formal business English used in an office.

People Talking: Dialogues for High Intermediate and Advanced Students, New York, Ny, Minerva Books, 1980
Hall, Eugene J.

Some of the dialogues have provided a jumping-off point for role playing in class. For some of the less proficient students, the sample dialogues instill a measure of confidence and allow them to practice new vocabulary verbally and in a proper context.

Topics for Business English for Spanish Speaking Students
Cincinnati, Ohio, South-Western Publishing Company, 1982
Nieves, Enrique

EQUIPMENT, SUPPLIES AND MATERIALS

EQUIPMENT:

Electric Typewriters
Apple II Plus + IBM P.C.
Postage Machine
Copier

SUPPLIES:

All supplies and forms are for general office procedures such as typing paper, message pads, clips, staples, etc.

MATERIALS:

Workbook for Applied Secretarial Procedures, Fries, Row, Travis Blockhus, - Gregg McGraw-Hill Co.:

Contains job-experience projects which can be used for learning activities and performance testing.

Teletraining for Business Studies, AT&T Co.:

This book has excellent role-playing activities to supplement teaching units and for use with teletrainer equipment.

Thank You Please Call Again, AT&T Co., Spirit Master Book rexos.:

Handbook of Job Facts, Science Research Associates, Inc.

The book is good for job competencies and resume writing.

English for Office Careers, Robin Bromley and Walter Miller, Minerva Book Ltd.:

This book can be used for its extensive narratives on job duties of clerical workers.

The Grammar Book, Irwin Fergenbaum, Oxford University Press.

English as a Second Language From Theory to Practice, Mary Finocchiaro, Regents Publishing Co.:

This book is a teacher's resource. Has focus on cultural understanding.

TASK # 1
BOOT AN APPLE II PLUS MICROCOMPUTER

RELATED COMMUNICATIVE TASK: Understand directions sequentially stated, identify meanings of signs and symbols.

VOCATIONAL TASK: #1 Boot an APPLE II Plus Microcomputer.

PERFORMANCE OBJECTIVE: Given an Apple II Plus microcomputer, boot disk operating system (DOS) and format a blank disk performance. All items must receive a yes rating and a diagram of the computer must be labelled with 100% accuracy.

STEPS AND TECHNICAL KNOWLEDGE	TECHNICAL TERMS	LANGUAGE FUNCTIONS	STRUCTURES
1. 2. 3. SEE ATTACHMENT 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15.	Boot CPU Command Disk drive Diskette/floppy Floppy disk File Format Keyboard I/O Input Output Menu Main switch Microcomputer Monitor Prompt Peripherals Softcard Switch	COMMUNICATIVE SKILLS Passive: Reading comprehension listening FUNCTIONS Understanding directions sequentially related	Preposition (before/after) Simple present tense verbs imperatives

TOOLS AND MATERIALS

DOS Diskette
Blank Diskette
Microcomputer

BACKGROUND KNOWLEDGE

Knowledge of typewriter keyboard

SAFETY

Do not disconnect wires.
No food or drinks.
Maintain proper posture.
Adjust brightness of monitor screen.

ATTITUDES

Concentrate on proper sequence.

LEARNING ACTIVITIES AND RESOURCES

VOCATIONAL

1. LEARNING STRATEGIES
   - a. Facilitator demonstrates how to turn on microcomputer, boot the system and format a disk.
2. HANDS ON EXPERIENCE (INDIVIDUAL)
   Skill practice on microcomputer.
3. EVALUATION
   - a. Observation of participants performing task (Facilitator uses checklist to rate participants performance)
   - b. Performance Test
   - c. Written Test-Matching (Diagram)
4. RESOURCES
   - a. Information, Operation, Job and Activity Sheets
   - b. Microcomputer Facilitator

J.T.E.

1. LEARNING STRATEGIES
   - a. Instructor gives lecture on the use of prepositions simple present tense verbs and imperatives.
   - b. Small group discussion through the use of examples students utilize prepositions, present tense and imperatives in sentences (Oral).
   - c. Skills practice (individual)
     1. Review use of imperatives using instructions for booting a microcomputer Activity #1.
     2. Review the use of (before/after) prepositions in sequentially related directions Activity #2
     3. Use pictures to illustrate directions and practice imperative sentences Activity # 3
     4. Use simple present tense verbs to identify signs and symbols-Activity #4.
2. EVALUATION
   Written Test
3. RESOURCES: a. Facilitator b. Activity Sheets.

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #1
INFORMATION SHEET: INTRODUCTION TO MICROCOMPUTERS

Most people believe the computer to be a wonderful machine that has all of the answers to all of the questions anyone could ask. This fairy tale, to the dismay of most, has no basis in fact. In reality, the computer does only what the master tells it to do. The next question then should be, "Who is the master?" The master is the programmer and without his program, the computer has absolutely no idea as to what anything is. Let us now take a closer look at the computer and all of the components that make it an incredible machine.

The computer system is divided into small subparts, each having a special function. Study the list below carefully as well as the descriptions of each subpart:

1. I/O PORTS
   a) Printer
   b) Keyboard
   c) Monitor
2. STORAGE MEDIA (Diskettes)
3. COMPUTER
   a) Memory
   b) Central Processing Unit (CPU)

1. I/O PORTS: I/O is an abbreviation for input/output ports. These are simply the means by which the computer communicates with the outside world. In a computer there must be a way to give it instructions or information as well as a way for the computer to give the information back to the user, person using the computer at any particular time.

The function of the I/O ports is very important because the computer cannot communicate with the outside world, it can do nothing at all and would therefore be useless as a machine to serve the needs of man.

Some types of I/O ports are listed above.

a) Printer: is used to get permanent paper copies-hard copies-from the computer.
b) Keyboard: is used to enter information into the computer.
c) Monitor: is used to see, on a screen or cathode ray tube (CRT), the actions or data of the computer.

2. STORAGE MEDIA This is a general term used to mean any device used to store data needed by a computer. The storage media is used as the computer's permanent memory. Any information, once placed on some storage media can never be lost unless it is removed or erased. The computers that you will be using have two types of storage media available. One type is the diskettes which are placed inside the boxes that sit on top of each computer. The second type is the cassette recorder.

TASK #1
INFORMATION SHEET: INTRODUCTION TO MICROCOMPUTERS
p.2

Saving: There are two very important concepts that should be stressed at this point. The first is "Saving". Saving involves putting information onto the diskette. Any information in the computer will not go onto the diskette unless it is saved. That means if you are working on a program, and you want to have a permanent record of the work you are doing, you must "Save" that work or it will be lost by the computer.

Loading: or Booting The second concept is "Loading", the opposite of the save procedure. Loading is the process whereby the information saved on the diskette is retrieved by the computer and is placed into the workspace. Remember that if you have work that you want to work on (edit) and you do not instruct the computer to load your work into the workspace, you will not be able to do whatever it is you must do.

3. COMPUTER: The computer is the main unit and consists of two parts; the CPU (Central Processing Unit) and the Memory.

a) Memory The Memory is only a temporary storage of information. If the contents of the memory are not saved onto the diskettes, then that particular information will be lost.

b) CPU The CPU is the main control unit of the computer. It is there that the computer lives. In the CPU, the instructions called programs are interpreted and executed to give you some function. It is the CPU that receives instructions from you and executes them. The instructions that the CPU receives are only certain key words that mean something to the computer; any other word will result in an error.

There are many exceptions to most of what has been described, but for the most part, it is an accurate description of the processes which you will encounter in the lab as you work.

HACER INC HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

INFORMATION SHEET: INTRODUCTION TO COMPUTERS/ USES AND APPLICATIONS OF COMPUTERS IN THE MODERN WORLD.

RESOURCE: COMPUTER FUNDAMENTALS WITH APPLICATION SOFTWARE
Gary Shelle, Thomas Cashman
Boyd and Fraser Publishing Company
20 Park Plaza
Boston, MA 02116

INFORMATION SHEET
Page 1

Approximately twenty years ago, Dr. John Kemeny of Dartmouth College said, "Knowing how to use a computer will be as important as reading and writing." At the time, most people did not believe such a statement would ever be true. Few people had access to a computer. Many had never seen a computer. To some, the computer was a scientific curiosity used by scientists and mathematicians. To others, the computer was a machine used to produce thousands of paychecks and business reports for the largest companies and governmental agencies. Most people felt the computer was such a complex piece of machinery that only individuals specially trained in computer technology could operate one.

Today, the validity of Dr. Kemeny's prediction is apparent. The number of computer systems has increased dramatically since 1964. Small computer systems called **microcomputers**, or **personal computers**, have made computing available to almost everyone in society. The manner in which computers are used has changed as well. Thousands of households now have computers which are used for such varying activities as playing games, keeping track of home finances, and writing letters. Computers are used in elementary schools to teach reading and in universities to serve as research tools. Color screens generated from computer processing are used for communication in all areas of business and government (Figure 1-1).

Because of the widespread use and availability of computer systems, it is now apparent that knowledge of computers and their applications is "as important as reading and writing." It is the intent of this book to present the material needed to gain that knowledge.

Figure 1-2 The microcomputer chip below contains electronic circuits to perform the functions of a computer

What is a computer?

The most obvious question concerning the explosive growth of the computer is, "What is a computer?" A **computer** is an electronic device, operating under the control of instructions stored in its own memory unit, which can accept and store data, perform arithmetic and logical operations on that data without human intervention, and produce output from the processing. This definition encompasses many devices. For example, the microcomputer chip shown in Figure 1-2 fulfills the definition of a computer. More generally, however, the computer can take many forms and will usually include not only the microcomputer chip, but also devices which will make data available for processing and devices on which the information produced from the computer processing can be made available for use by people. For example, in Figure 1-3 on the next two pages, the computer user enters data on a keyboard and views information on a color CRT screen.

WHAT DOES A COMPUTER DO ?

lthough the results of computer processing can indeed be marvelous, such as controlling the flight path of the space shuttle, or keeping track of millions of credit card customers, or allowing a user to perform thousands of calculations at the touch of a button, computers are capable of performing only a small number of specific operations. These operations include:

1. **Input operations,** which allow data to be entered into the computer for processing.
2. **Arithmetic operations,** which involve performing addition, subtraction, multiplication, and division calculations.
3. **Logical operations,** which allow the computer to compare data and determine if one value is less than, equal to, or greater than another value.
4. **Output operations,** which make information generated from the processing on the computer available for use.
5. **Storage operations,** which include electronically storing data on an external device for future reference.

Even though these operations seem very basic, and in fact not very powerful, it is through the ability of the computer to perform them very quickly and reliably that the power of a computer is derived. In the computer, the various operations occur through the use of electronic circuits contained on small chips such as shown in Figure 1-2. Since these electronic circuits rarely fail and the data flows along these circuits at close to the speed of light, processing can be accomplished in billionths of a second.

DATA AND INFORMATION PROCESSING

he operations which are carried out by a computer all require access to data. **Data** is the numbers, words, and phrases which are suitable for processing in some manner on a computer to produce **information**. Information produced by the processing of data can be used for whatever functions are required by the user.

The example in Figure 1-4 illustrates the use of a computer to produce varied information from data. The processing occurs as follows:

1. The data contained on the sales invoice includes the name and address of the buyer, the date, the buyer's phone number, the sales terms, shipping instructions, purchase order number, and salesperson. In addition, the quantity, product number, description, and unit price of each item purchased is contained on the sales invoice. The gross amount, discount percentage, net amount, and totals are also contained on the invoice.
2. The data on the sales invoice is entered into the computer by the person using the computer.
3. From the data entered into the computer, information is generated in three different forms:
    a. The daily sales are illustrated through the use of a colored bar chart. Each day of the week is represented by a different color bar on the chart.
    b. The monthly sales are shown in a monthly sales report. The total sales for each week ending date are displayed, together with the total sales for the month.

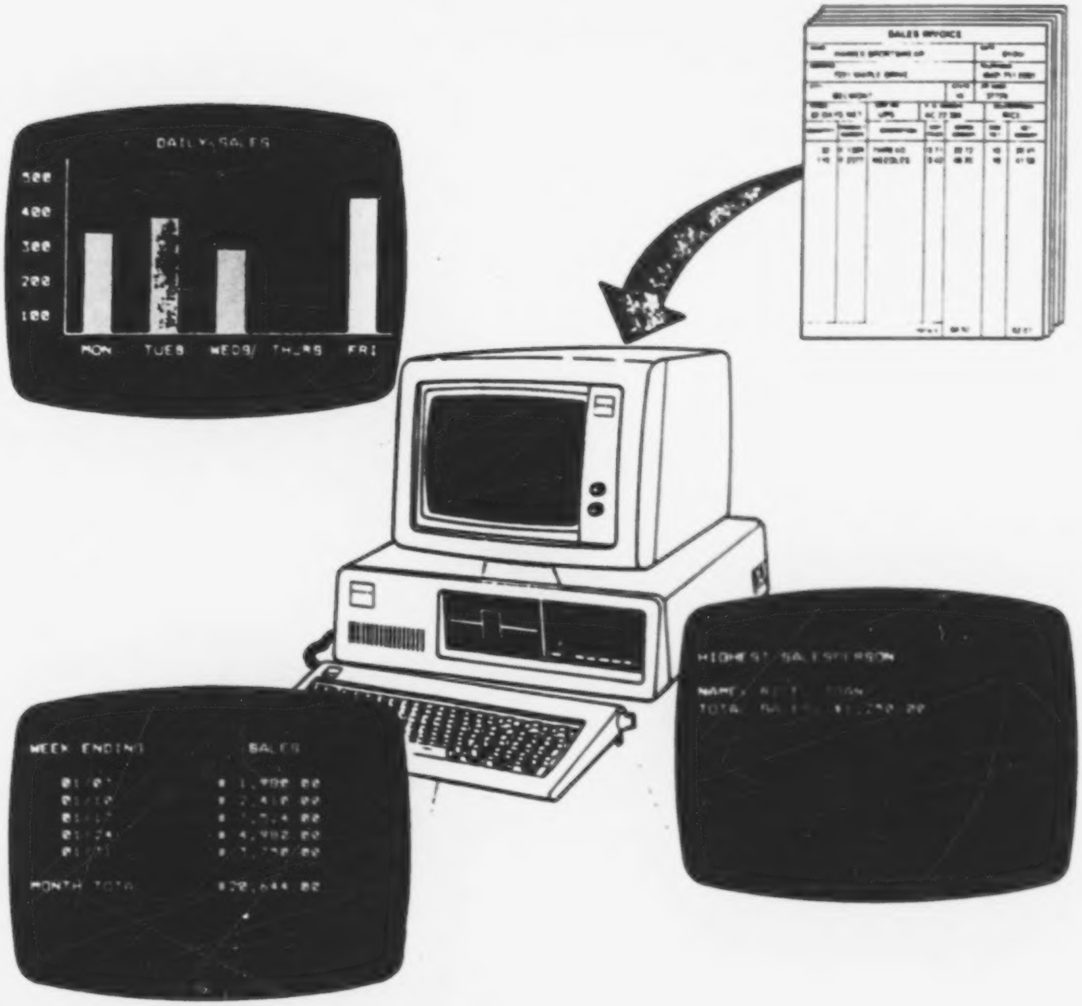

SALES INVOICE
DAILY SALES
500
400
300
200
100
MON
TUES
WEDS
THURS
FRI
WEEK ENDING
SALES
MONTH TOTAL
HIGHEST SALESPERSON
NAME
TOTAL SALES

Figure 1–4 The data contained on the sales invoices is entered into the computer. After the data is processed, information in the form of a graph, a report, and a specific request (an inquiry) is produced.

c. A sales inquiry is performed to determine which salesperson generated the most sales in the month. In this example, Joan Rice had total sales of $1,250.00, which was the highest for the month.

The key to this example is to realize that from a single set of data, such as the sales data on the invoices, information in many different forms can be produced by computer processing. Even more important, it should be understood that this information would be extremely difficult, costly, and time-consuming to obtain without the use of a computer. The production of information by processing data on a computer is called **information processing**, or sometimes **electronic data processing**. With the increased need of business and society for information of all kinds, the use of the computer to produce this information is indispensable.

USE OF PERSONAL COMPUTERS

Personal computers are widely used in the business environment by personnel at all levels. Personal computers are often used in conjunction with specialized software packages that have gained almost universal acceptance. These packages include:

1. Word processing software.
2. Electronic spreadsheet software.
3. Computer graphics software.
4. Data base and file management software.
5. Electronic mail software.

A summary of these software packages is illustrated in Figure 1-22, and their use is explained in the following paragraphs.

Word processing software

Word processing software is widely used in the office environment to prepare letters and memos. It allows the user to enter data on a keyboard. As the words and letters are entered, they are displayed on the CRT screen and stored in main memory of the personal computer. If necessary, keying errors may be corrected; words, sentences, paragraphs, or pages may be added or deleted; margins can be established; page lengths can be defined; and many other functions that involve the manipulation of the written word can be performed.

After the text material has been created on the personal computer CRT screen, it can be printed and can also be stored on auxiliary storage for future reference. The personal computer as a word processor is rapidly replacing the typewriter and the dedicated word processor in many offices.

Electronic spreadsheet software

One of the most widely used software packages for management support is the electronic spreadsheet. As seen previously in this chapter, an electronic spreadsheet performs calculations on the numbers entered.

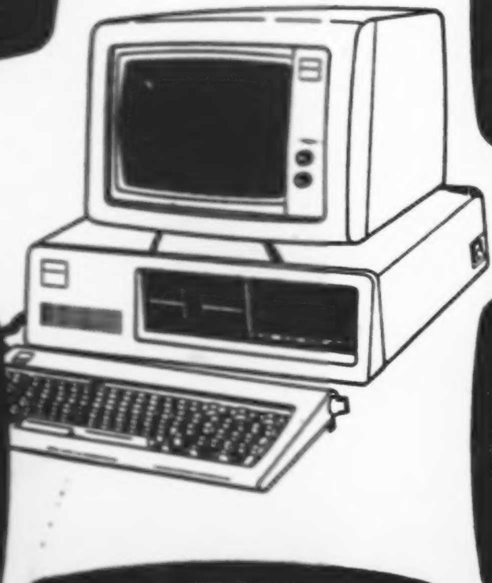
Word Processing is used to write letters, memos, and other documents. As words and letters are keyed by the operator, they are displayed on the CRT screen. The user can easily add, delete, and change any text entered until the text is exactly as desired. When the text is correct, the user can save the text on auxiliary storage and can also print it on a printer. Many printers used with word processors produce letter-quality output.

Word Processing

Electronic Mail

Electronic Mail lets users communicate with each other via their personal computers. ssages can be sent from one personal com- er to one or more other personal computers the personal computer network. The message is stored on auxiliary storage until receiving user is ready to look at the cumulated "mail." At that time, all ssages can be displayed. In the example above, the message from the Vice President of Sales to all sales managers is sent to the per- nal computer of each sales manager. In this y, the Vice President of Sales does not have worry that someone will not know of the Friday morning meeting.

Figure 1-22 Personal computer software packages

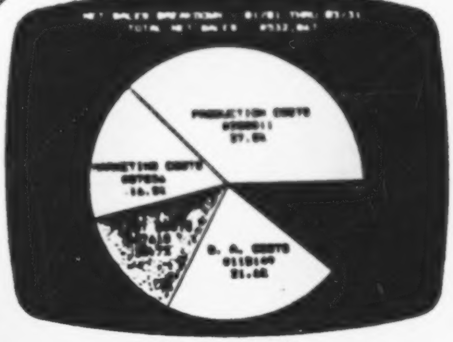


Data Base and File Management

Data Base and File Management Software allows the user to access data in any manner required. The screen above illustrates a data base menu. A menu is a list of the activities which can be performed by a program. The user chooses a number corresponding to the function desired. The user can display records from the data base, add or delete records, list and print data on a printer, sort records, and perform other activities as needed.

Electronic Spreadsheet Software is a major tool for decision support systems. The user enters as input data the values which are to be used in calculations, and also enters the formulas which are to be used to perform the desired calculations. The program performs calculations on the input data based upon the formulas entered by the user. A most powerful part of electronic spreadsheet software the ability to ask "what if" questions and have the software perform calculations based upon the new assumptions. In the example below, the user could direct the software to recalculate the profits based upon a percentage increase in sales and a percentage decrease in costs.

Electronic Spreadsheet



Computer Graphics

Computer Graphics Software provides the ability to transform a series of numeric values into a graphic form suitable for easier analysis and more precise presentation. In the example above, the cost values from the electronic spreadsheet have been transformed into a color pie chart. Through the use of color, the various breakdowns for cost are easily seen. These graphs are produced in seconds rather than in the days which were required when a graphic artist had to carefully draw each graph.

Electronic spreadsheet **software** is particularly useful when "what if" questions are asked by management. For example, the sales and cost figures for a company could be entered into computer memory under the control of the electronic spreadsheet program. After the data has been entered and the profit calculated, a sales manager might ask what would be the profit if sales are increased by 15% and the costs are decreased by 5%. By entering simple commands, the manager can cause the program to recalculate values using the rows and columns of data. Electronic spreadsheets are an invaluable tool for decision support.

Computer graphics software

Studies have shown that information can be communicated to people many times faster in a graphic form than in a written form. Today, there are many software packages which can create **graphic output**. This output includes line charts, pie charts, and bar charts. These charts can be produced in a variety of colors. The charts are generated through the use of computer programs stored in main memory which read and analyze data and then generate the charts based upon the analysis.

Computer graphics software is widely used by management personnel when reviewing information and when communicating information to others within the organization. For example, a production manager who is making a presentation to the president of the company may use color graphics to depict the expenditures of the production department. This presentation would have more impact and lead to better understanding than would a printed column of production figures.

Data base and file management software

A **data base** is a collection of data organized in a manner which allows retrieval and use of that data. A data base consists of one or more files. A **file** is a collection of related data. For example, a file that consists of names and addresses of customers used in a mailing list may be thought of as a data base. Data base software allows the user to organize the data in the manner required for the application, allows retrieval of that data, and also allows the user to easily add, delete, or change data in the data base.

In addition, provision is made in most data base and file management software for the manipulation of the data in the data base, such as arranging the data in ascending or descending sequence by sorting, and displaying all or selected data from the data base by specifying a few simple commands in English-like form.

Data base and file management software allows a personal computer to act very much like a mainframe in terms of its ability to access and manipulate data.

Electronic mail software with networking

Although the stand-alone personal computer is a valuable tool, there is also a need for users of personal computers within a department or a company to communicate with one another through personal computer networks. In a **personal**

computer network, the personal computers are joined together with a cable so that one user can communicate with another user of a personal computer. In addition, data stored on the auxiliary storage of one computer can be accessed and transferred to another personal computer. This ability to electronically communicate and transfer data from one computer to another is called **data communications**.

One application which utilizes data communications is electronic mail. **Electronic mail** software provides users of personal computers with the ability to send messages in the form of letters or memos to others in the network. The message sent will be stored on the auxiliary storage unit of the receiving personal computer. When the user of the receiving personal computer begins using the system, a display will appear on the CRT indicating that a message has been received from someone in the network.

The message can then be displayed and, if necessary, a response sent back to the sender. The use of electronic mail is a step toward what has been called the "paperless office."

Integrated software

Software packages such as the electronic spreadsheet and word processing generally run independently of one another. Therefore, the data entered for the spreadsheet program would have to be re-entered for the word processing program. This inability of programs to communicate with one another and with a common set of data has been overcome through the use of integrated software.

Integrated software refers to software packages that combine functions such as word processing, electronic spreadsheet, and graphics into a single, easy-to-use program. This allows a single set of data to be used for a variety of applications. For example, a sales manager could enter sales and cost figures to calculate profit using the spreadsheet function of the software. The spreadsheet could then be included in a letter to the Vice President of Sales using the word processing function of the software.

A further development in the integration of personal computer software is the use of windows. A **window** is a portion of a CRT screen that is used to display information (Figure 1-23). Window software allows multiple windows to be displayed on the CRT screen at the same time. For example, the sales manager writing the letter to the vice president in the example above could display both the letter and the spreadsheet at the same time on the CRT screen. In this manner, the CRT screen resembles the manager's desk, where both the letter and the spreadsheet can be placed and examined at the same time.

Integrated software is sometimes referred to as the second generation of personal computer software.

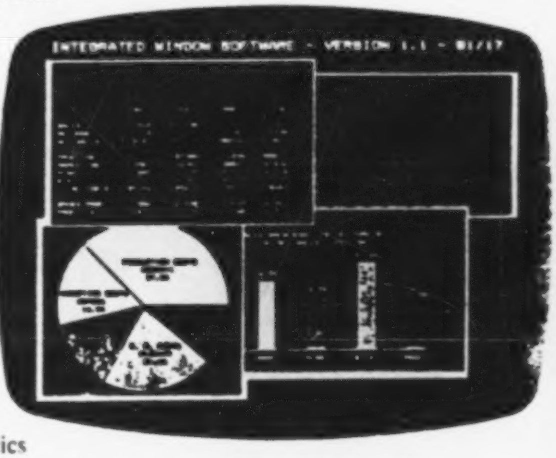


Figure 1-23 Integrated software together with window software allows multiple windows to be displayed on the CRT screen at the same time. In this example, a spreadsheet, two different graphs, and a letter are displayed. The user can move the windows around and can specify that only one window or even just a portion of one window is to fill the entire screen.

Summary — personal computers

ersonal computers are an increasingly important tool for companies. The major advantage of a personal computer is immediate access by the user. The computer usually sits on a desk, and the user can access its processing capabilities through the use of software packages such as those explained in the preceding paragraphs. The personal computer is an integral part of the computing facilities in most companies.

Figure 1-24 An information center provides company users with access to sophisticated hardware and software to aid in meeting their information processing needs.

INFORMATION CENTERS

A second major way for users to obtain access to computing power is through the use of an information center. An **information center** is an area within the information systems department that contains a number of CRT terminals, hardcopy generators (usually printers), and perhaps a smaller computer. These devices have direct access to a centralized computer in the information systems department. People within the company go to the information center to use the hardware and software available there (Figure 1-24).

The major reason for an information center is to give employees a simple, effective way to meet their own departmental and individual information processing needs. This is accomplished by providing computing power, training, and access to sophisticated software so users can generate their own reports and develop their own applications. The major difference between an information center and a personal computer sitting on a person's desk is that the information center provides hardware, software support, and training to use sophisticated software with access to the data base stored on a centralized computer.

Thus, the information center provides more sophisticated hardware and software than personal computers. The information center's main goal is to provide extensive computer processing for company users.

Figure 1-25 Users throughout a company can have access to a centralized computer through the use of a CRT which communicates with a computer. Below, a user in the shipping department updates the inventory data base stored on the central computer.

USE OF A CENTRALIZED COMPUTER

When processing large volumes of data or when large data bases must be accessed by many users, a centralized computer is used. Information from a centralized computer is commonly delivered by: Printed reports or as output on a CRT terminal (Figure 1-25).

When a centralized computer is to be used for an application, a formal process will usually be followed to develop the application system. Management and other personnel who will be using the system will be involved with the professional staff of the information systems department in the design and implementation of the system. This process of system design and implementation can be lengthy and difficult.

Once the system is designed, however, it can be used by all personnel who are authorized to use it. In some applications, such as airline reservation systems or large bank accounting systems, a centralized computer will be used because the speed and data access available on a large, powerful computer are required by the application. For example, in a banking application, thousands of accounts must be accessible by hundreds of tellers and other bank employees. A large computer is the only machine with the processing power to satisfy the requirements of this application.

Summary

The determination of the type of computer access to be used depends upon the application. For those uses where software packages are available on personal computers and a small amount of data is required, personal computers can be used. The information center allows the user to develop application programs with access to part or all of a centralized computer data base. For those applications with large amounts of data and complex programming, a system is normally developed by the information systems department for implementation on a large computer.

ELEMENTS OF SUCCESSFUL INFORMATION PROCESSING

Obtaining useful and timely information from computer processing requires more than just the hardware and software described thus far. Successful information processing also requires correct data and well-designed systems and procedures.

The heart of a successful information processing operation is the data which is processed. If the data entered into the computer for processing is incorrect, then all information produced from the data is incorrect. For example, if incorrect sales figures are entered into a computer, then any subsequent sales analysis will produce incorrect results. Therefore, a user of a computer must be aware that proper procedures have to be developed to ensure that correct data enters the system. Control and management of a corporation's data is critical if the information derived from the processing of that data is to be successfully used.

Procedures must also be developed to teach the user how to use the system and to specify how data is to be entered into the system.

In summary, then, not only must computer hardware and computer software be in place for successful information processing, but valid data, complete and correct systems and procedures, and knowledgeable personnel are also required.

Computers
Of all Sizes
And Shapes

Computers come in all sizes with a myriad of processing capabilities. The following pages illustrate some of the many types and configurations found in the modern world today.

Figure 1-26 Various size computers with many types of input, output, and storage devices are found in large computer centers

The Home Computer

It is anticipated that within the next few years, the home computer will become as common as the television set. A home computer normally consists of a keyboard, a processor unit, a CRT display screen, and an auxiliary storage device. The auxiliary storage device is usually a floppy disk drive or a cassette tape drive. Additional input units such as joy sticks and graphics pads are also available. The basic keyboard and processor unit for some home computers can be purchased for less than $100.00, although more typically these units cost between $200.00 and $700.00. An entire system, including auxiliary storage and the CRT display screen, will generally cost in the $500.00 to $1,500.00 range.

When first introduced in 1975, the home computer was used primarily by individuals such as programmers or engineers who had previous computer or electronics experience. The earliest home computers were available only in kit form and had to be assembled and tested before they could be used. Most people were merely experimenting with a new electronic gadget.

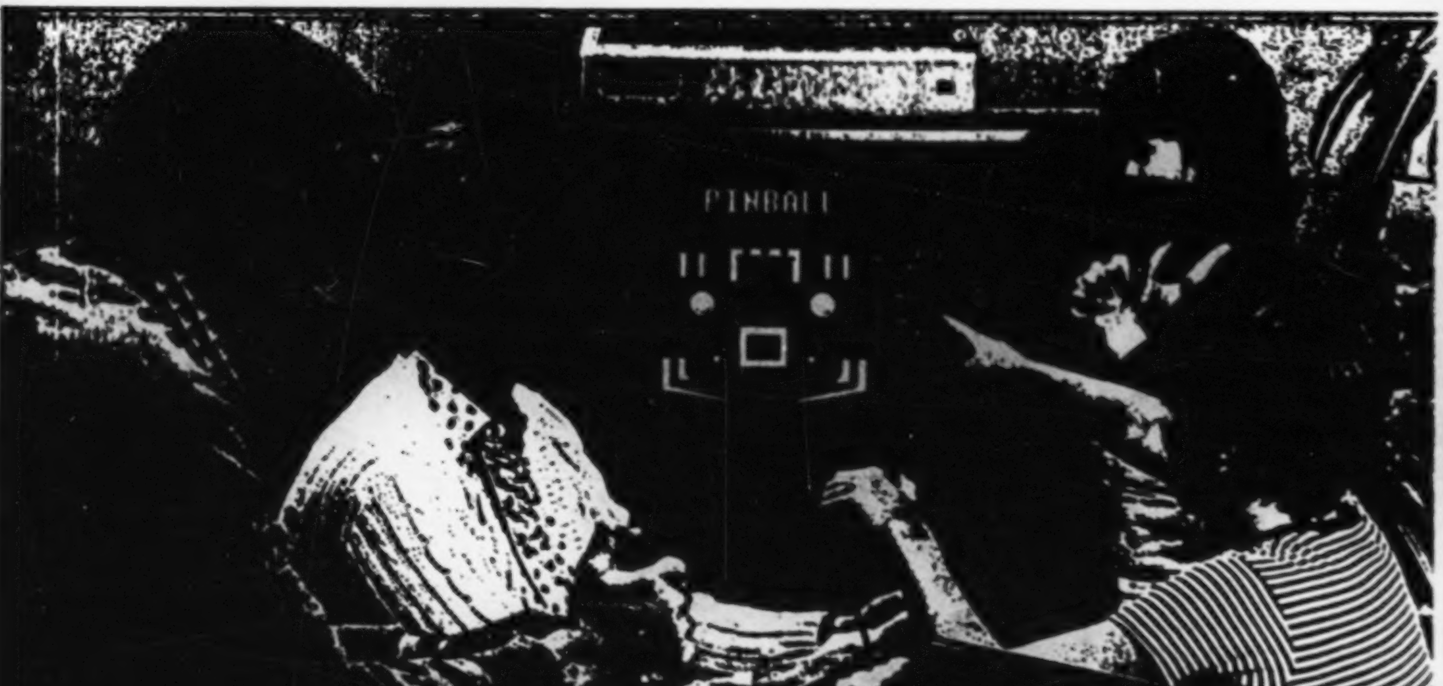
Today, computers are used in the home by every member of the family to play video games, for educational applications, for household financial planning, for computerized shopping and banking, and for accessing information such as airline schedules, stock market reports, and even reference materials like encyclopedias over data communications networks established on standard telephone lines. The use of the computer in the home is truly influencing the way people play, learn, and work.

Figure 1-27 The home computer is often used for educational purposes. Here, familiarity with a keyboard is taught using a game.

Figure 1-28 Many input devices have been developed for use with home computers. Among the more popular is a graphics pad which can be used to draw pictures on the screen. In this example, the girl touches points on the pad. The pad translates the touch into a color image on the screen.

Figure 1-29 Home computers are often used by hobbyists and those with special interests. In this example, a computer is programmed to specify the notes to be played by the electronic instrument. When the program is executed, the notes specified in the program will be played.

Figure 1-30 Many people play games on home computers. As shown below, joysticks can be used as input devices to the computer.



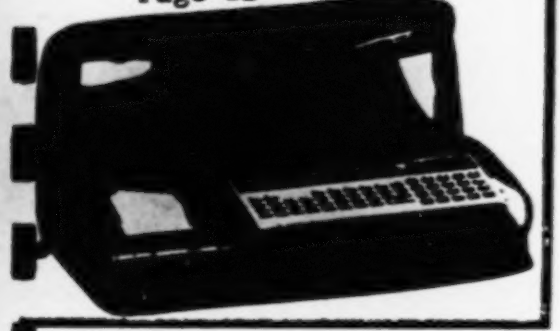
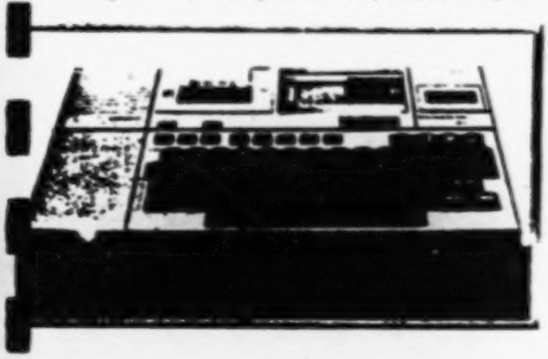


Figure 1-31 TRS-80 Pocket Computer in a briefcase.

Figure 1-32 The Epson-20 is a portable computer.



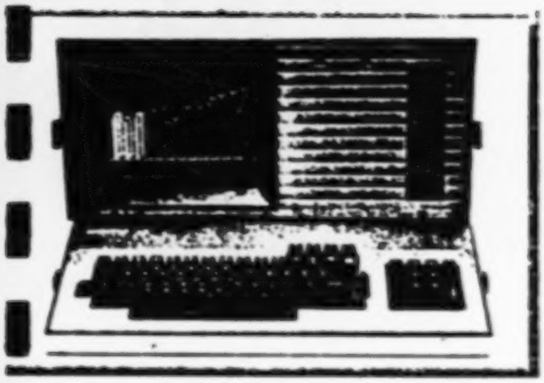


Figure 1-33 The Kaypro is a transportable device.

Figure 1-34 The IBM Portable Personal Computer runs the same programs as the full-sized IBM PC.

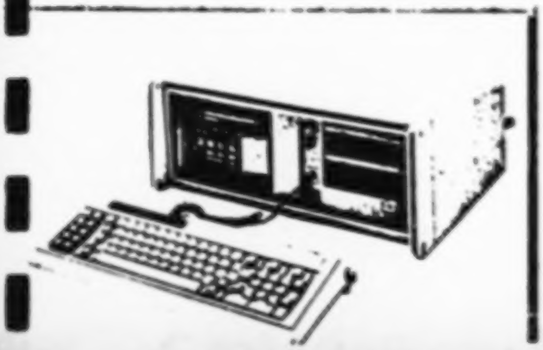


Figure 1-35 The Apple Macintosh, seen here as a desk-top computer, weighs less than 25 pounds and is transportable.

Figure 1-36 Spreadsheets and graphics can be done on this Otrona Attache.

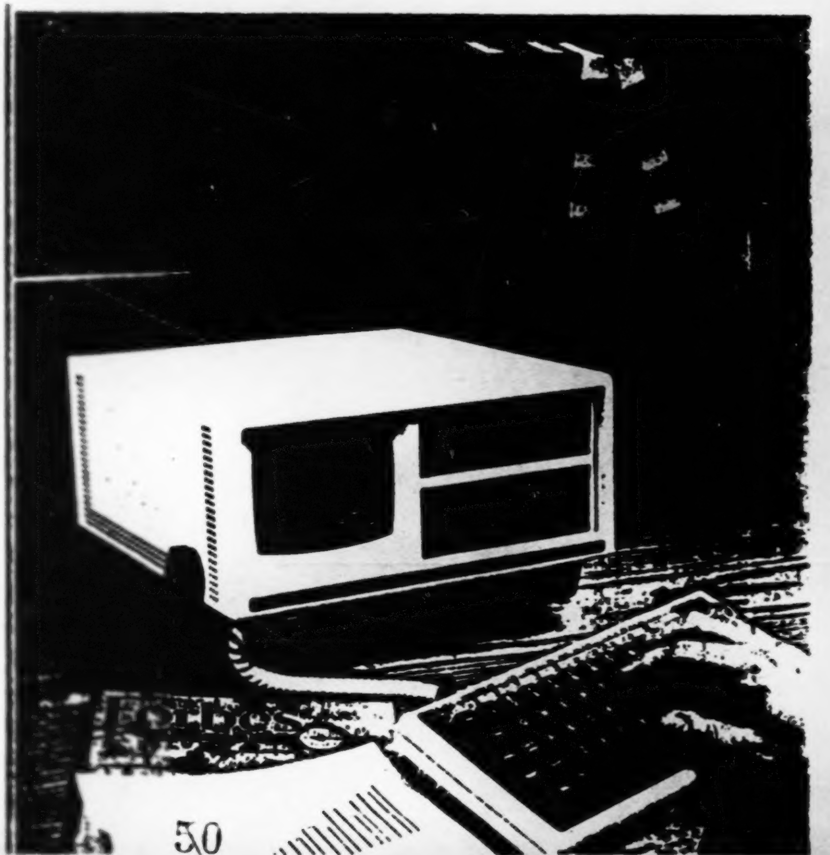


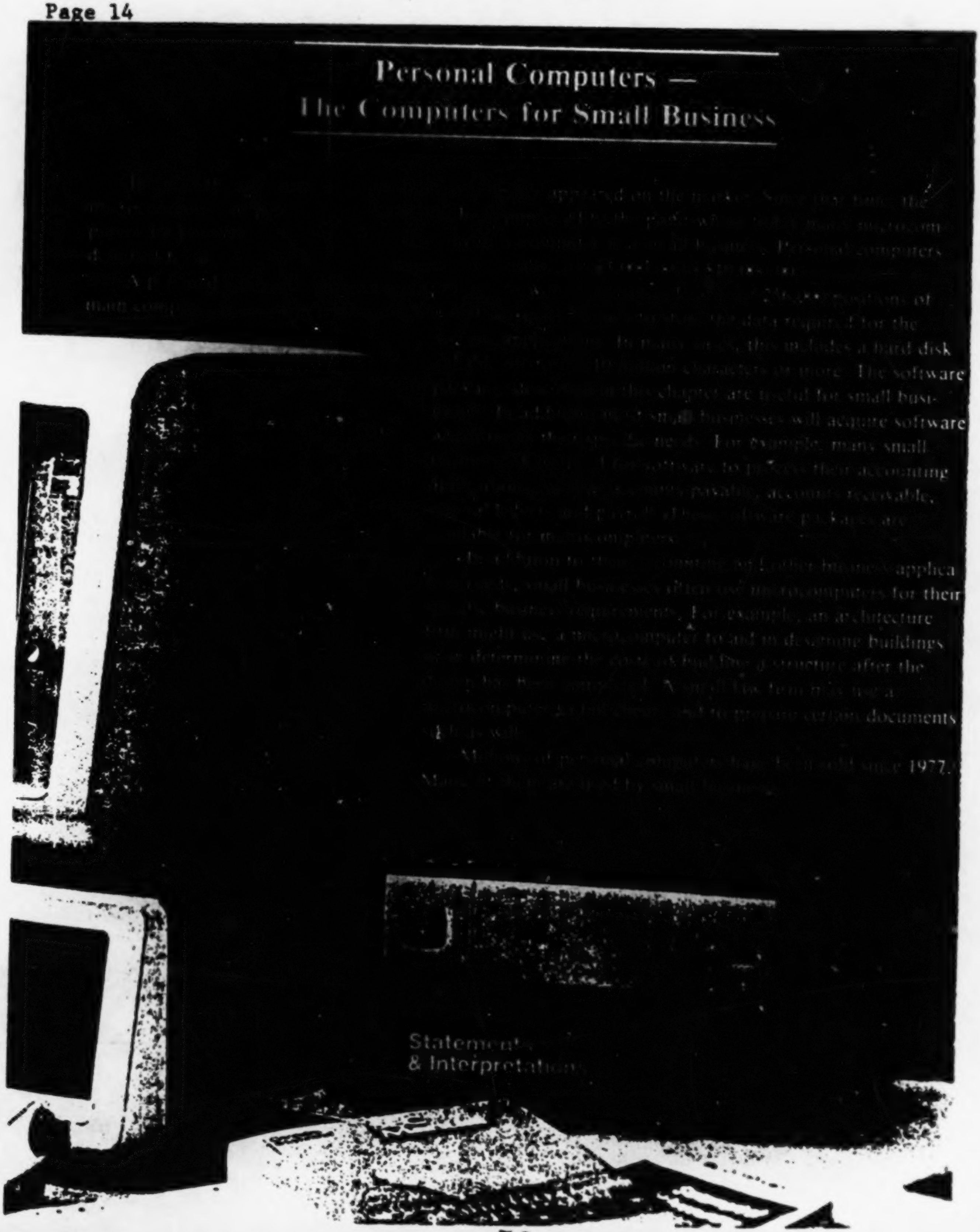
Figure 1-37 This TRS-80 Model 100 computer allows the user to write letters using word processing in any environment.

Portable and Transportable Computers

The first computer system put into operation in 1946 weighed over 20 tons. In 1981, Adam Osborne introduced the Osborne I computer that weighed 23½ pounds and had more calculating ability than the machine of 35 years before. The Osborne I, which was designed to be easily carried as a single unit by an individual, included a keyboard, CRT screen, 64,000 positions of computer memory, and a floppy disk drive. In addition, word processing, electronic spreadsheet, and the BASIC language software were a part of the system for the unheard of price of $1795. The Osborne I, although no longer in production, met with immediate success; and it, together with others which were subsequently introduced, both created and filled a market niche for transportable computers not previously recognized.

Computers which can be carried about allow users to perform common information processing tasks anywhere. These computers fall into three major categories: 1) Hand-held computers, which generally weigh five pounds or less. These machines are used as sophisticated, programmable calculators with storage and varying output capabilities, and typically cost less than $500; 2) Portable computers, which weigh from 5 to 15 pounds. Portable computers generally have a keyboard, up to 512,000 positions of main memory, a display of three to five lines with 20 - 30 characters on each line, the ability to connect to other devices such as printers or auxiliary storage devices, and a cost of under $1500;
3) Transportable computers, which usually fold up into a single case. These computers include up to 512,000 positions of main memory, a built-in floppy disk drive, a CRT screen which may be able to display 25 80-character lines, a keyboard, weigh 15 - 30 pounds, and cost between $1500 - $6000. Both portable and transportable computers have many of the same processing capabilities as microcomputers.

Personal Computers — The Computers for Small Business


Statements
& Interpretations

Minicomputers and Mainframes

Prior to 1965, computer manufacturers introduced machines with varying capabilities, but most were large-scale computers dedicated to serving those users who needed considerable computing power. In 1965, a small company in Maynard, Massachusetts called Digital Equipment Corporation (DEC) introduced a small computer which had the characteristics of fast processing speed and limited input/output capability. The first computers produced by DEC were smaller and less expensive than those that had been produced by companies such as IBM, Control Data, and Honeywell. Thus, the term "minicomputer" was coined to distinguish these smaller computers from the larger computers known as "mainframes." DEC has since grown to be the second largest computer manufacturer in the world, behind IBM.

Minicomputers differed from mainframes in several significant ways. First, they were smaller and less powerful than mainframes. Second, they were considerably less expensive than mainframes. Third, many early minicomputers lacked extensive and diversified input/output devices, making minicomputers less attractive to business users and better suited to engineering and scientific applications which did not require extensive input/output operations. Fourth, most minicomputers had very little software. They were intended primarily for organizations which were sophisticated enough to write their own software. Finally, many minicomputers offered the ability to connect multiple CRT terminals to the computer, a capability not readily available on many mainframes of that era.

Since their introduction in 1965, minicomputers have evolved to where today they are widely used for all application areas, including business. The differences noted above have largely disappeared.

Figure 1-39 This picture shows a mainframe computer with a CRT operator console, processor unit, and auxiliary storage

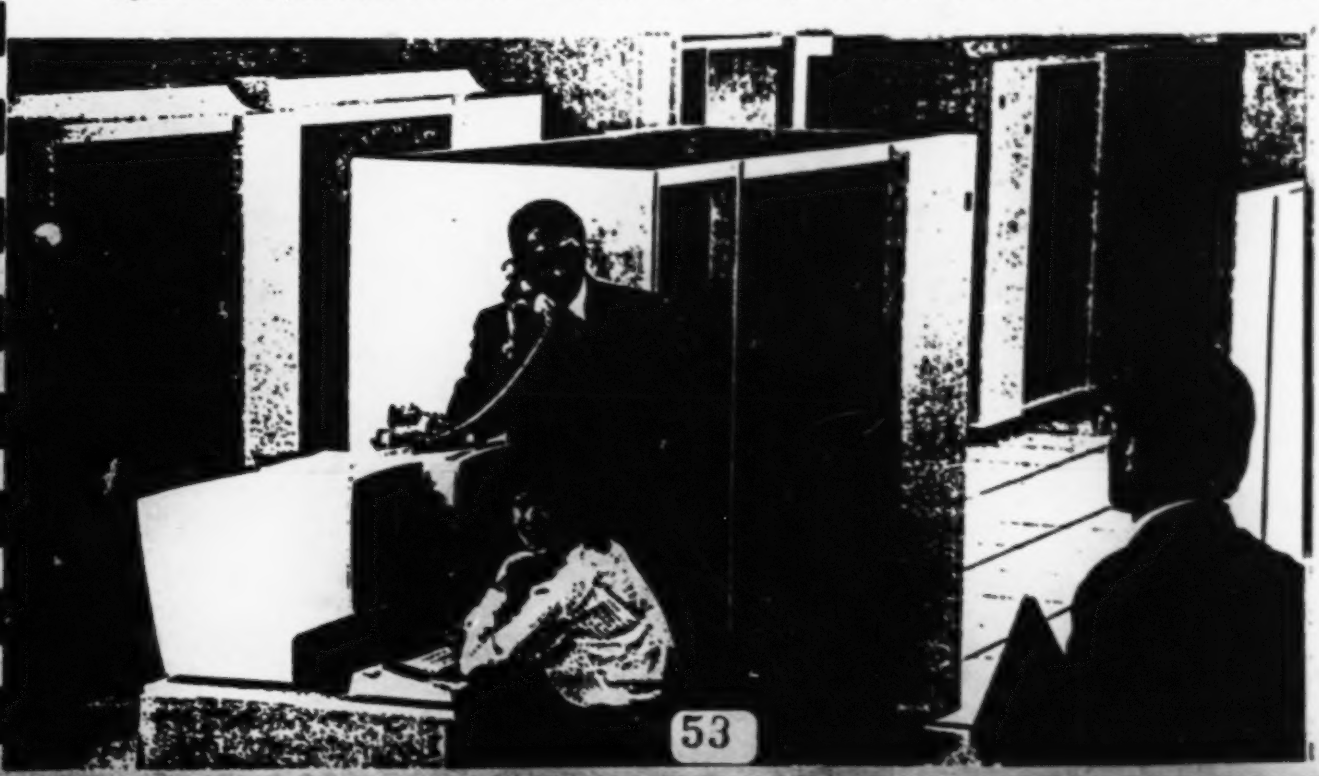


Figure 1-40 The minicomputer above provides computer resources for small companies or departments of large companies.

Input/output devices required for business applications have been developed. Extensive software for both business and scientific applications is now available for use on minicomputers. Minicomputers today perform important roles in all areas where computers are used.

In 1975, two companies, Gould, Inc. and Perkin-Elmer, introduced more powerful computers called superminis. While not as powerful as many mainframes available, these machines executed instructions considerably faster than most minicomputers and were able to have many more positions of main computer memory. They also, of course, cost more money than minicomputers but were generally less expensive than mainframes.

During the 1970's another group of computers were designed primarily for use by businesses which did not need the huge power nor the expense of a mainframe computer. These machines are categorized as small business computers. Most small business computers allow multiple users to use the computer. Depending upon the machine, from three to ten users can use the computer from different CRT terminals at the same time. These systems allow the users to share disk files, printers, software, and other system resources at the same time from diverse areas of a company.

From the previous discussion, it should be evident that for either business or scientific and engineering applications, computers of many sizes and configurations exist. In the pictures on these two pages, Figure 1-39 illustrates a mainframe computer, Figure 1-40 shows a minicomputer, Figure 1-41 contains a multi-user computer, and Figure 1-42 illustrates a single-user business computer.

Figure 1-41 A multi-user business computer allows 3 - 10 users at one time.

Figure 1-42 Single-user computer.

Special Computers For Distinct Tasks

The computers illustrated on the previous pages of this chapter are all called general purpose computers because they can perform any task required simply by changing the application program stored in main memory.

Special purpose computers have also been developed. These computers are designed for specialized applications and can have many different configurations, varying from a single chip to a very large computer system. For example, although they are both called special purpose computers, the small computer on a chip used to control the ignition in an automobile is considerably different from the huge special purpose computer used to monitor and control space shuttle flights.

Special purpose computers consisting of a single microcomputer chip are used for many mundane tasks which just a few years ago either were not done or were done by other means. For example, virtually all automobiles have one or more computers to control such activities as gas consumption. Some automobiles even have voice warning systems controlled by a microcomputer chip. Many home appliances such as refrigerators, televisions, heaters, and microwave ovens contain small computers to monitor or control the appliance. Most cameras today have a computer which controls the shutter speed and the amount of light reaching the film.

Large special purpose computers are also used for many tasks. Virtually all space exploration depends upon computers specifically designed for that purpose. Assembly lines in large plants around the world are controlled by specially designed computers. Much of the recent work in robotics is attributable to the special purpose computers designed in conjunction with the robot machines.

With the increased ability to produce specialized computers at very reasonable prices, it is likely that most tasks which require some type of monitoring and control will be performed by computers in the very near future.

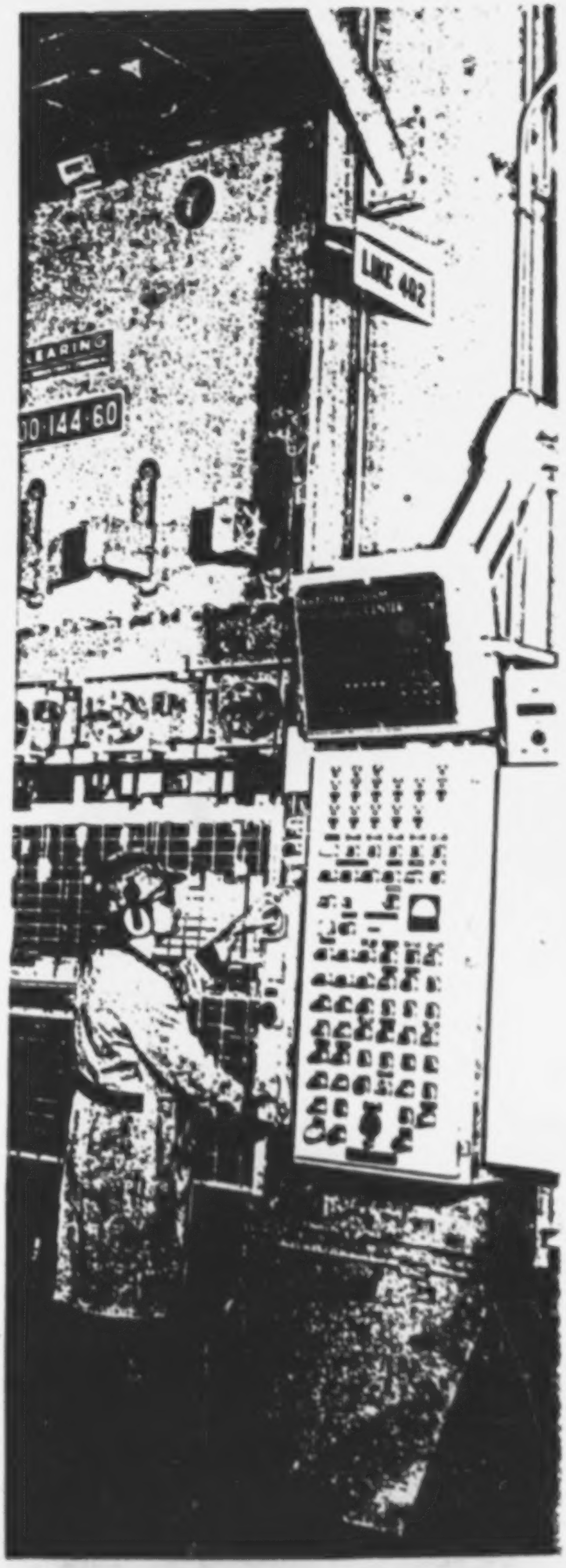


Figure 1-43 This computerized production system automatically performs five separate operations to make single-piece light truck wheels.

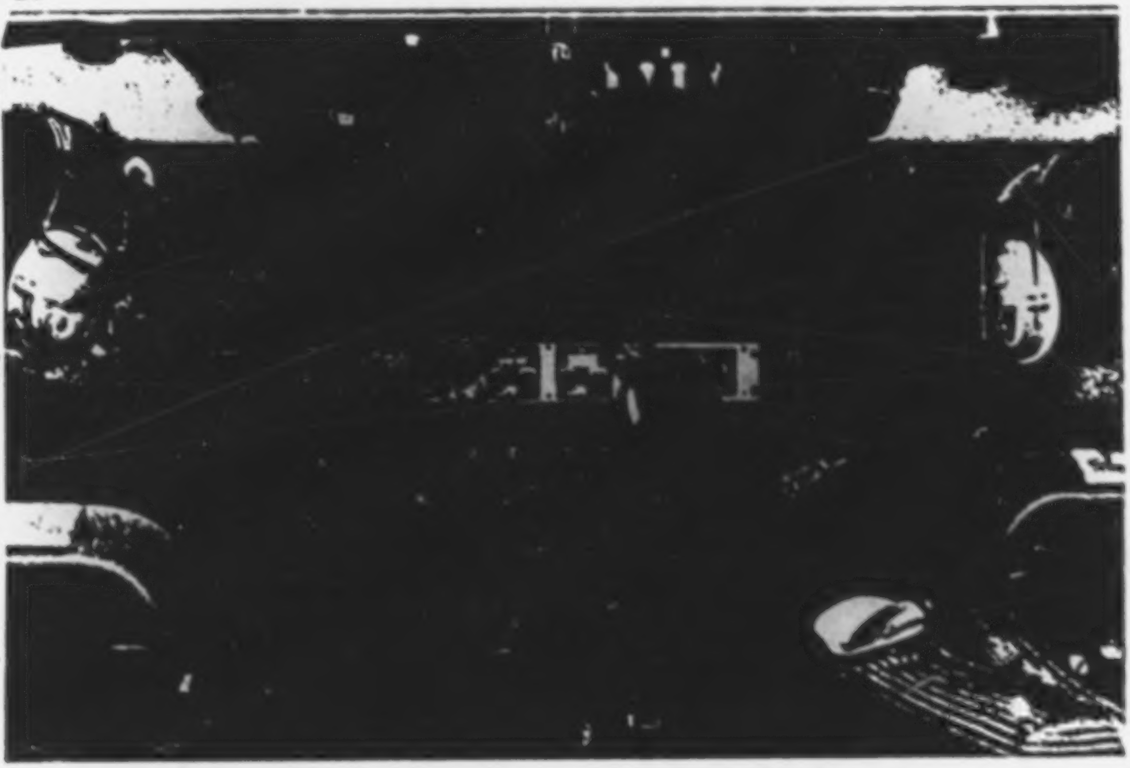
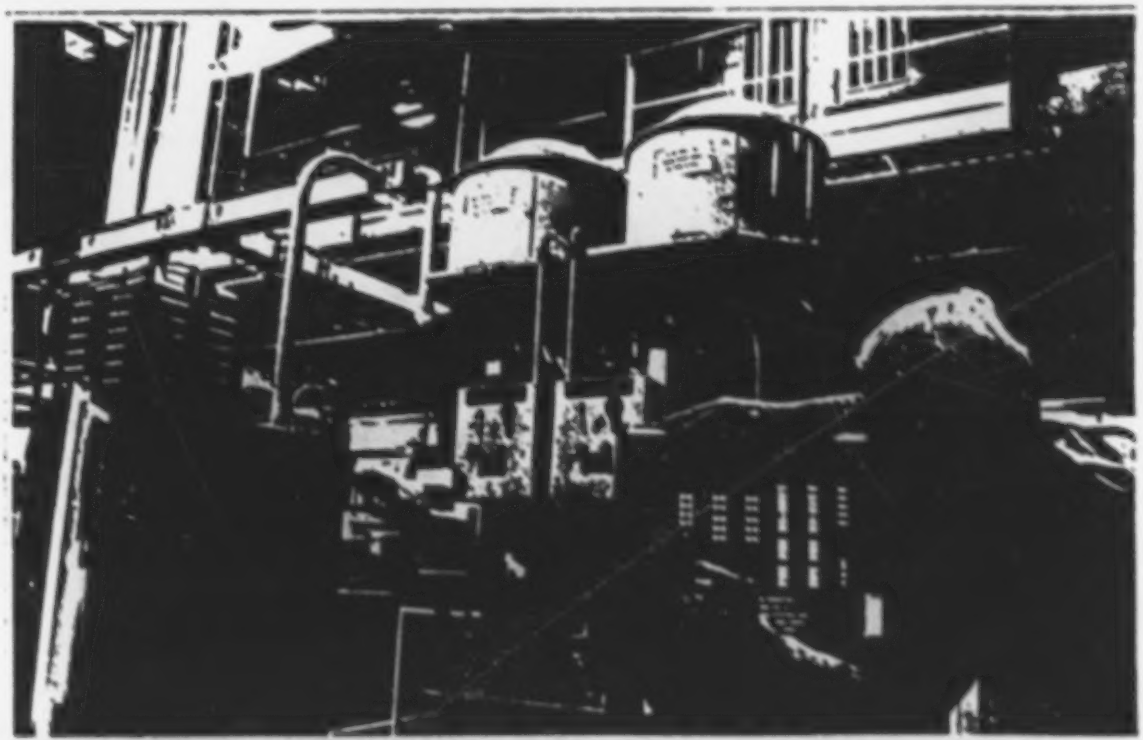


Figure 1-44 A special purpose computer generates the graphics which simulate the landing strip.

Figure 1-45 To automate the machining of parts, this parts line is controlled by a special computer.



HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #1
INFORMATION SHEET: CARE AND HANDLING OF FLOPPY DISKETTES

1. Never touch the diskette surface.

2. Never remove the diskette from the sealed protective jacket. When the diskette is not in the disk drive, keep it in its protective envelope or plastic jacket.

3. Handle the diskette only near the label on the top.

4. Do not fold, bend, or crease the diskette.

5. Do not write on the surface of the diskette. Write identification labels separately, then place them on diskettes. Remove old labels before placing new ones on the diskettes. Never put the labels on in layers.

6. Diskettes have a life expectancy of between one to two years; always have a backup diskette ready just in case.

7. Never leave diskettes in direct sunlight or near any source of heat.

8. Diskettes should be stored upright-never stacked-when not in use.

9. Because of the magnetic coating on the diskette, never place a magnet on or near it.

10. Never use an eraser on the diskette surface.

11. Store diskettes in a proper storage container or rack.

12. Close the disk drive door to avoid debris buildup.

13. Never attach paper clips or rubber bands to a diskette.

14. Never use solutions to clean diskettes.

15. Use caution when inserting the diskette into the disk drive.

TASK #1

INFORMATION SHEET

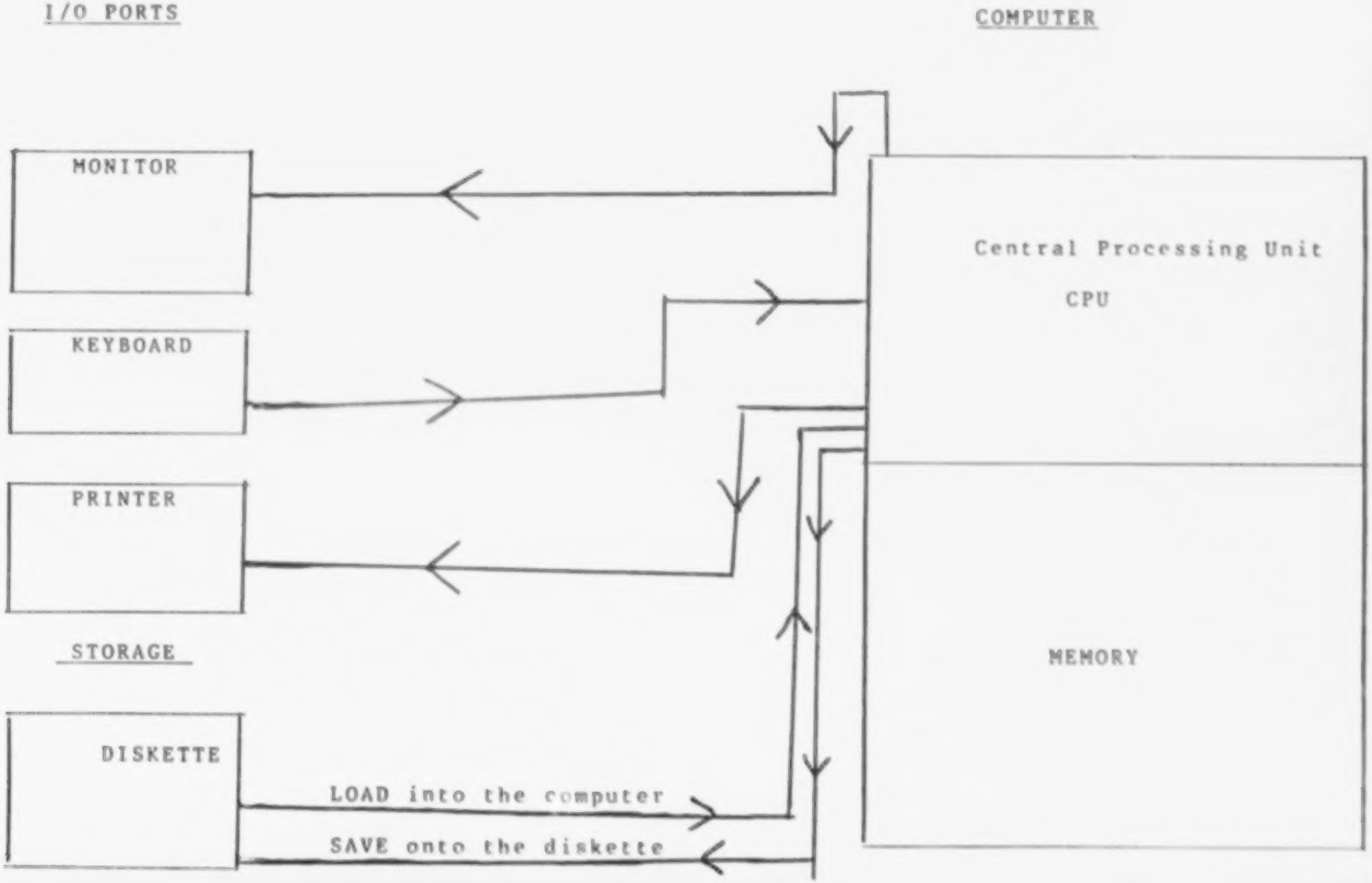
RULES FOR THE COMPUTER ROOM

1. NO EATING OR CHEWING GUM.
2. NO DRINKING.
3. NO SMOKING.
4. DON'T REMOVE PLUGS OR ELECTRICAL CONNECTIONS.
5. TURN OFF MACHINES WHEN NOT IN USE.
6. REMOVE ALL FLOPPY DISKS FROM COMPUTERS WHEN FINISHED.
7. ALWAYS FIND OUT WHO IS SUPERVISING YOU, AND LISTEN TO THEM.
8. COVER ALL MICRO-COMPUTERS AND/OR TYPEWRITERS.
9. RETURN ALL MATERIALS TO PROPER PLACE.
10. REPLACE ALL FLOPPY DISKS IN THEIR PROPER ENVELOPES.
11. CLEAN UP YOUR AREA WHEN YOU ARE FINISHED.
12. DON'T SHOUT OR SPEAK LOUDLY.

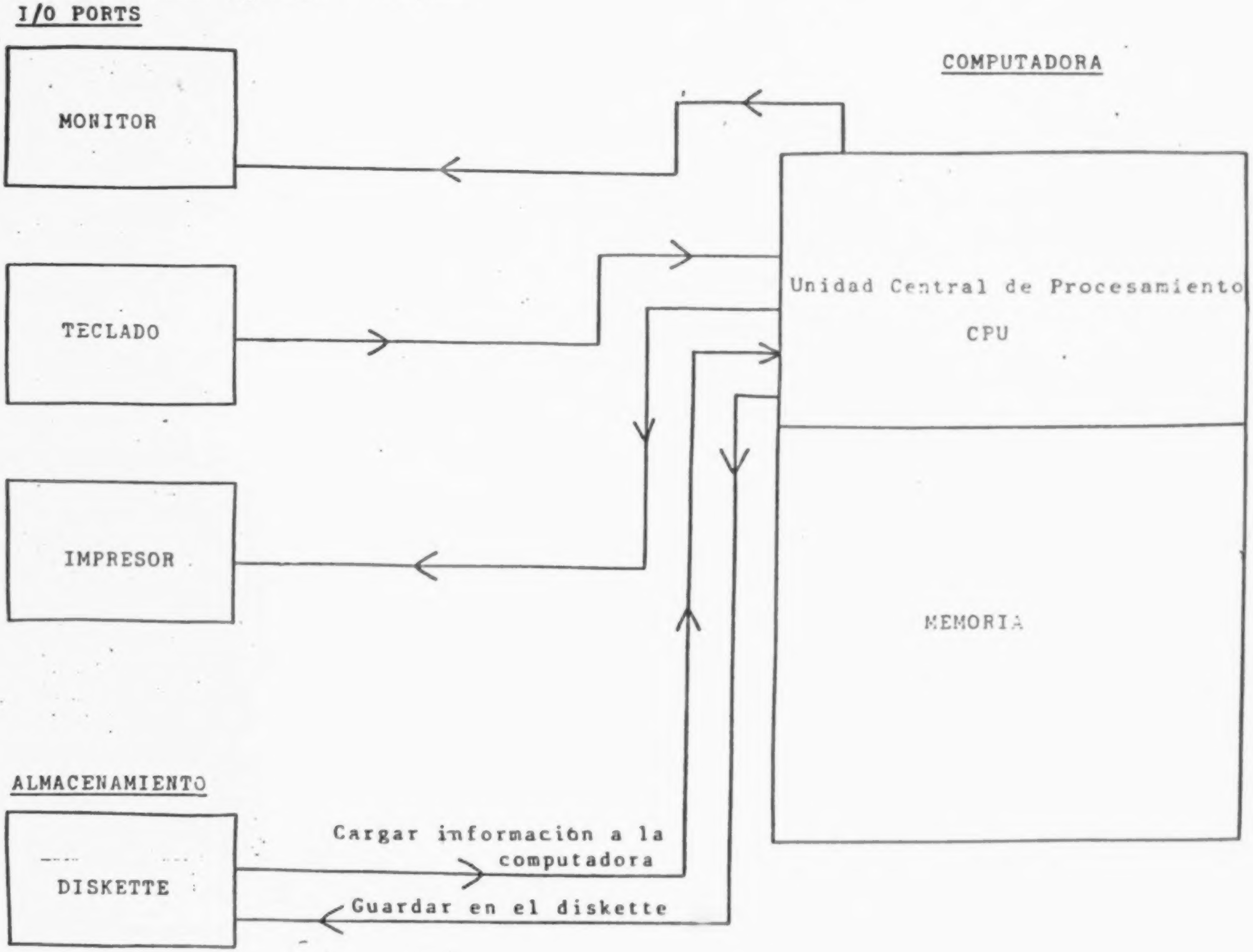
TASK #1

INFORMATION SHEET

Diagram of how the computer and its external units work together. Note that the arrows have only one direction and that is specified by the arrowhead. This means that the computer will only use that device in that direction. For example, the computer only uses the monitor in the direction specified, to send information to be printed on the screen. This is quite logical if you think about it. The computer cannot very well receive information on the screen since there is no way for you to write onto the screen, unless you do it through the computer.


I/O PORTS
COMPUTER
MONITOR
Central Processing Unit
CPU
KEYBOARD
PRINTER
STORAGE
MEMORY
DISKETTE
LOAD into the computer
SAVE onto the diskette

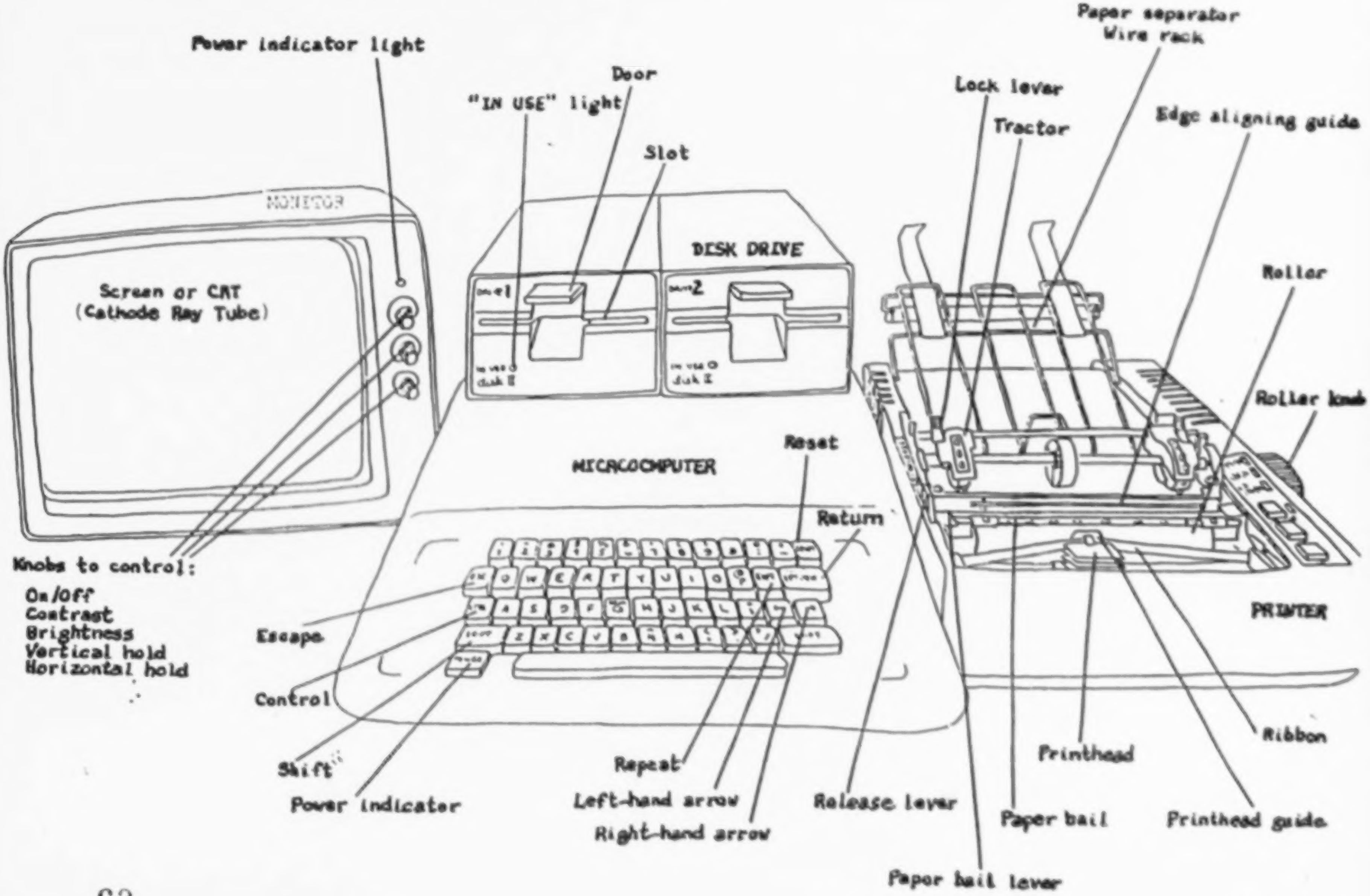
TASK #1
INFORMATION SHEET (Spanish)*: Diagram


I/O PORTS
COMPUTADORA
MONITOR
TECLADO
IMPRESOR
Unidad Central de Procesamiento
CPU
MEMORIA
ALMACENAMIENTO
DISKETTE
Cargar información a la computadora
Guardar en el diskette

*INTERACCION ENTRE LOS
COMPONENTES DE LA COMPUTADORA

TASK #1

INFORMATION SHEET: PARTS OF THE MICROCOMPUTER


Power indicator light
Door
"IN USE" light
Slot
Lock lever
Paper separator
Wire rack
Tractor
Edge aligning guide
MONITOR
DISK DRIVE
Screen or CRT
(Cathode Ray Tube)
Roller
Roller knob
MICROCOMPUTER
Reset
Return
Knobs to control:
On/Off
Contrast
Brightness
Vertical hold
Horizontal hold
Escape
PRINTER
Control
Shift
Power indicator
Repeat
Left-hand arrow
Right-hand arrow
Release lever
Paper bail
Paper bail lever
Printhead
Printhead guide
Ribbon

HACER, INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #1

INFORMATION SHEET: (Spanish) INTRODUCCION A LAS MICROCOMPUTADORAS

Muchas personas creen que la computadora es una maquina increible que tiene las respuestas a todas las preguntas que uno pueda hacer. Pero esta creencia es una fantasia, y no tiene nada que ver con la verdad. En realidad, la computadora hace solo lo que mande su operador. Debemos preguntar, "Quien es el operador?" El operador es el programador, y sin su programa, la computadora no puede hacer nada. Ahora vamos a considerar bien la computadora y todos los componentes que tiene.

El sistema de la computadora esta compuesto de varias partes. Cada parte tiene su funcion especial. Estudie bien la lista de las partes que sigue, y lea bien las descripciones de cada parte.

(1) I/O PORTS
  a) impresor
  b) monitor
  c) teclado

(2) MEDIOS DE ALMACENAMIENTO

(3) COMPUTADORA
  a) CPU (Unidad central del procesamiento)
  b) Memoria

1. I/O PORTS: I/O es un abreviacion para "input/output" ports. Sencillamente, estos "puertos" son los medios por los cuales la computadora puede comunicarse con el mundo que la rodea. Por estos "puertos" uno puede poner informaciones en la computadora, y tembien la computadora puede dar informaciones a la persona que la esta utilizando.

La funcion de los "I/O ports" es muy importante porque si la computadora no puede comunicarse con el mundo exterior, entonces no puede hacer nada y es inutil como maquina.

Algunos tipos de los "I/O ports" estan en la lista de arriba.
a. el impresor se usa para producir copias de papel o "hard copy".
b. El monitor se usa para observar las acciones o los datos de una computadora -- en la pantalla o CRT (tubo de rayos catodicos). El
c. teclado se usa para poner informaciones en la computadora.

2. MEDIOS DE ALMACENAMIENTO: Esto es un termino general que se usa para cualquier dispositivo que se emplea para guardar las informaciones que necesita la computadora. Los medios de almacenimiento se usa como la memoria permanente de la computadora. Cualquier dato una vez puesto en algun medio de almacenimiento nunca se puede perder a menos que se quite o se borre. Se puede usar dos medios diferentes de almacenamiento con las computadoras que Vds. van a usar. Uno es el "diskette" (disco) que Vd. puede encontrar dentro de las cajas ("disk drives") que estan encima de cada microcomputadora. El otro tipo es la grabadora, el cual nosotros no usamos.

Hay dos conceptos muy importantes que Vd. debe tener bien claro hasta este punto. El primero es "to save"-- que quiere decir guardar.(Tambien "conservar, ahorrar, asegurar"). "Saving" tiene que ver con poner informaciones en el diskette. Los datos en la computadora no entraran en el diskette sin que Vd. se los guarde. Esto quiere decir que si Vd. esta trabajando en un programa, y quiere tener un recuerdo permanente del trabajo, Vd. tiene que guardar ese trabajo o la computadora lo va a olvidar por completo.

El segundo concepto es el contrario del proceso de guardar, y esto es "to load" o cargar. Esto es el proceso por lo cual la computadora toma la informacion guardada en el diskette y la pone en el "workspace" (la parte de la memoria de la computadora en donde se puede hacer cambios). Recuerde que si Vd. quiere hacer cambios o redactar algun trabajo, entonces hay que cargar el trabajo (desde el diskette hasta el "workspace").

3. COMPUTADORA: Como Vd. a lo mejor ya sabe, la computadora es el dispositivo principal. La computadora se compone de dos partes -- la primera es la CPU, y la segunda es la MEMORIA.

a. La CPU (unidad central de procesamiento) es la unidad principal de control. En la CPU, las instrucciones o programas son interpretados y realizados con el objeto de darle a Vd. alguna funcion. Es la CPU que recibe las instrucciones de vd. y las lleva a cabo. Las instrucciones que la CPU recibe son solamente ciertas palabras claves que quieren decir algo especial en el idioma computadora. Cualquiera palabra que la computadora no entiende tendra como resultado un error.

b. La memoria es solamente un almacenamiento temporal para informaciones. Si los contenidos de la memoria no seran guardados en el diskette, entonces esas informaciones seran perdidos o olvidados.

El diagrama que sigue debe mostrarle aproximadamente como la computadora y sus componentes externos trabajan juntos. Vd. debe poner atencion en el hecho de que las flechas representan movimiento en una sola direccion -- y que la direccion es especificada por la punta de la flecha. Esto quiere decir que la computadora no va a utilizar ese componente excepto en aquella direccion...

Por ejemplo, la computadora utiliza el monitor solamente en el rumbo especificado, para enviar informaciones dentro de ella hasta la pantalla. Esto es bastante logico, si Vd. lo piensa bien. La computadora no puede recibir directamente en la pantalla. Hay que escribir por la computadora.

Hay muchas excepciones a lo que esta escrito arriba, pero por lo general esto es un descripcion adecuada de los procesos con los cuales Vd. se va a enfrentar en el laboratorio de las microcomputadoras.

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TASK #1

TECHNICAL TERMS

BOOT:	To start a program.
CPU:	(Central Processing Unit). The part of the computer where the information is worked on. The inner brain of the computer.
COMMAND:	A word to which the computer responds immediately (PRINT, LIST, ESC).
DISK DRIVE:	A device which allows the computer to write and read data from a disk. Apple II with Word Processing uses Drive A: and Drive B:.
DISKETTE/ FLOPPY DISK:	Magnetic storage media. A small disk used with a microcomputer that stores information.
FILE:	A set of data which make up a logical unit. In word processing, a document.
FORMAT:	To prepare a blank diskette to receive information.
KEYBOARD:	Similar to that of a typewriter, though have a few special keys.
I/O:	Input/Output.
INPUT:	Information that goes into the computer (typing on the keyboard).
OUTPUT:	Information that comes out of the computer (printed material) (printer) or an answer to a problem.
MENU:	A screen display that lists options or commands (instructions) you can choose.
MAIN SWITCH:	A switch that turns computer on or off.
MICROCOMPUTER:	A small computer which includes a keyboard and monitor.
MONITOR:	(Cathode Ray Tube). A machine with a keyboard like a typewriter and a TV screen, which can be used as both an input and output devices. It displays the work in progress.
PROMPT:	A symbol (A>) which appears on your screen and lets you know that the computer is ready to receive instructions.
PERIPHERALS:	A computer device such as a printer, a disk drive or monitor.
SOFT CARD SWITCH:	A switch which controls the card used for a particular program.

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INFORMATION SHEET: MICROCOMPUTER GLOSSARY

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**                          **
**  MICROCOMPUTER GLOSSARY  **
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This microcomputer glossary introduces basic computer terminology and theory, and should be a helpful guide to anyone who wants to become computer literate.

Prepared at HACER/Hispanic Women's Center by Raul Marmol and Lois Martin. Please do not reproduce without authors' permission.

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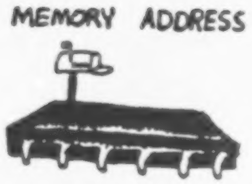

MEMORY ADDRESS

ADDRESS: Each location in a computer memor is numbered consecutively. T number is referred to as the location's address.

654TW
ALPHANUMERIC

ALPHANUMERIC: Data which contains both letters and numbers.

ANALOG: There are two main ways of doing things electronically: digital and and analog. In the analog method, signals are continuously variable and the slightest change may be significant. Analog circuits are subject to drift, distortion, and noise, but they are capable of handling complex signals with relatively simple circuitry.

I NEED AN APPLICATION PROGRAM SO THAT I CAN REALLY APPLY MYSELF.

APPLICATION PROGRAM: There are two main classes of computer programs: utility programs and application programs. Application programs can do something of practical value in the real world -- such as balance a budget, teach a geography lesson, c type out a mailing list, etc. Examples of well known and popular application programs are: VISICALC, WordStar, Applewriter, Typing Tutor, etc.

OH NO! I DELETED MY FILE BY ACCIDENT!
DON'T WORRY! I SAVED YOU A BACKUP COPY

ASSEMBLY LANGUAGE: A low level computer language. Assembly language uses mnenomics (English words) for its commands, which makes it easier to learn than machine language. The programmer writes his program using words like "LOAD", "JUMP", and "CLR" for instructions, instead of long strings of 1's and 0's. He can also refer to memory locations by symbolic names like "alpha" instead of binary numbers. The computer uses a program called an assembler to translate the commands into its own machine language. See "low level language".

HELLO. WHAT BASIC DIALECT DO YOU SPEAK?

BACKUP COPY: In word processing, an extra copy of a file to protect the user against data loss.

BASIC: The computer language most commonly

WE BOTH SPEAK THE SAME DIALECT OF BASIC

used in microcomputers. There are a few differences between dialects of BASIC, but once you learn one, it is easy to learn another. BASIC is a high level language. Some examples of BASIC commands are: LIST, RUN, and GOTO.

BOOT

BINARY: The number system that computers use is called binary. It uses only two digits, 1 and 0. This is because the electronic circuits used in the computer have only two states: on and off. Here are the numbers zero to ten in binary:

0	00000
1	00001
2	00010
3	00011
4	00100
5	00101
6	00110
7	00111
8	01000
9	01001
10	01010

BUG

To BOOT: To start a program. (See also "cold" and "warm" boot.)

BUS

BUFFER: A provisional memory. A line printer has a buffer to receive one line of text at a time from the computer and then print it out.

BUG: An error in a computer program.

BYTE

BUS: A group of wires inside the computer which carries information to a large number of devices both inside and outside the computer. All devices in the system are connected to the bus, and each device is continually listening for a command addressed to it.

BYTE: The amount of memory needed to hold one character in the computer memory or on a disk. Usually measured in K. See K.

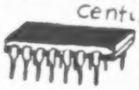
CASSETTE

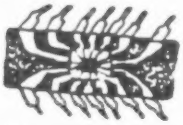
CASSETTE: A tape cassette is one kind of mass storage media. Data and programs can be recorded magnetically on the tape and recalled on the tape recorder. This is similar i principle to the use of a diskette and a disk drive, but the disk system has the advantage of being faster to use than a tape.

6A1;
a2$!

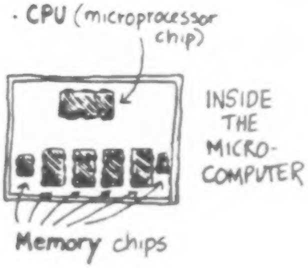
THESE ARE ALL CHARACTERS.

The outside of the chip looks like a centipede

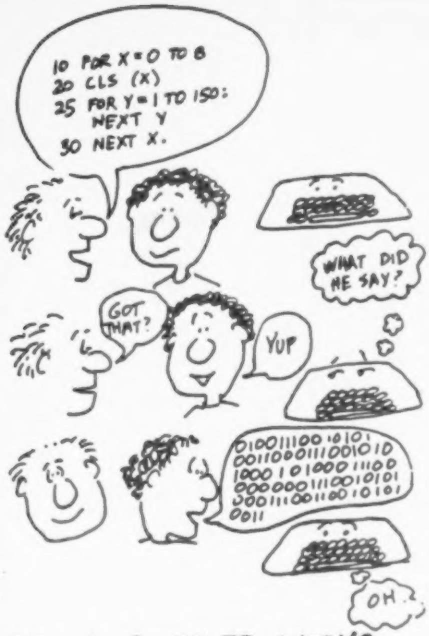




If you could see inside the chip, you would see a tiny silicon heart which is connected to the "legs" with fine wires



CATALOG:	A command in Apple BASIC which asks the computer to list all the programs on a diskette by name. "Directory" is a name for the same function in other systems.
CHARACTER:	A general term for a letter, a digit, or a special symbol.
CHIP:	This term refers to the tiny bit of silicon that forms the heart of an integrated circuit, or else to the entire integrated circuit. A microprocessor is a special chip in a case about the size of a domino which acts as the CPU in a microcomputer. Other chips in a computer perform other functions. See IC.
COBOL:	A computer language mainly used fo business applications.
COLD BOOT:	(cold start) Starting a program from a computer-off condition.
COMMAND:	A word to which the computer responds immediately. LIST and PRINT are examples of computer commands in the computer language called BASIC.
COMPILER:	A computer program which completely translates a high level program (i.e., a program written in a high level language) into machine language before it is executed. See also "interpreter".
COMPUTER:	A computer has two principal parts: the CPU and the memory. Data is stored in the memory and manipulated in the CPU. Sets of instructions called programs may be entered into the memory or the CPU in order to manipulate data in a specific way. These instructio can be changed in order to enab the same computer to perform many



HOW A COMPILER WORKS

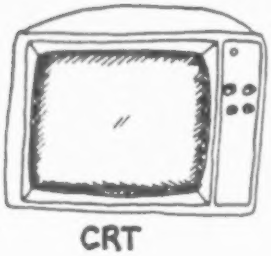
(THE ENTIRE PROGRAM IS TRANSLATED ALL AT ONE TIME IN ITS ENTIRETY)

different tasks. One of the most extraordinary things about a computer is the speed with which it can perform these tasks.

COMPUTER LANGUAGES: These are the languages which have been developed to enable people to communicate with computers -- that is, to give and receive instructions and/or information to computers. Low level languages are closest to machine language, which is written in binary and understood by computers. High level languages are closest to human languages. See "low level", "machine", "assembly", and "high level" language entries.

CP/M: The name of a particular operating system or utility program.

CPU: Central Processing Unit. In a micro computer, the CPU is a microprocessor. This unit contains all the registers, arithmetic circuitry, and so forth which do the actual work of computing, and so the CPU is like the inner brains of the computer.

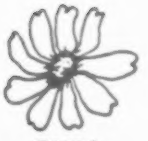


CRT

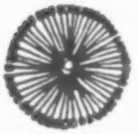
CRASH: A computer system is said to crash when it stops working for some reason and must be restarted by the operator.

CRT: Cathode Ray Tube. Generally refers terminal connected to a computer system. Also called monitor or screen, and classified as a computer peripheral.

CURSOR: A blinking square (or some other character) on the screen which lets you know "where the computer is". In word processing programs, the cursor indicates where text will next appear, or where changes may be made.



DAISY



DAISY PRINTWHEEL

DAISY-WHEEL PRINTER: A printer with fully formed characters. Daisy-wheel printers are considered "letter quality" printers -- that is, the print looks identical to a typewriter's, and is appropriate for business correspondence.

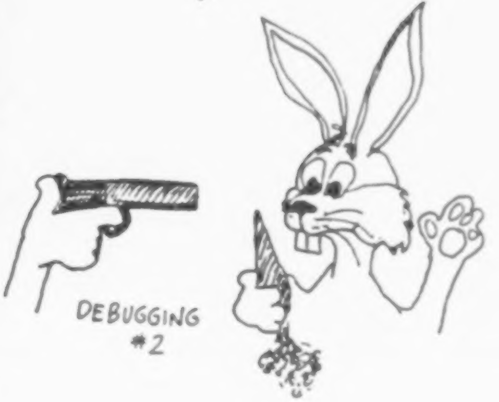
DATA: Information.

DE-
BUGGING
#1

To DEBUG: To remove the errors from a computer program.

To DELETE: To erase (a character, a line of text, a file, a command, etc.)

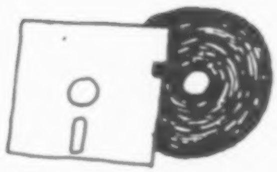
DENSITY: The amount of bytes one sector can hold. Single density means that one sector of a disk can hold up to 128 bytes. Double density disks can hold 256 bytes per sector (twice as much).



DEBUGGING
#2

DIGITAL: There are two main ways of doing things electronically: digital and analog. The digital method is to consider a circuit as either on or off, a signal which is either present or absent, with no levels in between. See analog.

DIRECTORY: Like "catalog", a listing of the names of all the files on a disk The same function will often have a different name in a different system. "Directory" is CP/M.



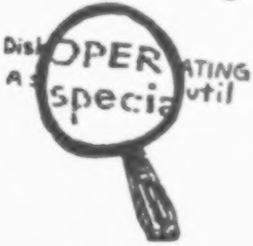
A diskette and its jacket

DISK: Floppy or diskette. A mass storage medium made of a material which is similar to recording tape, but round-shaped and encased in a square jacket.

DISK DRIVE: See "drive".

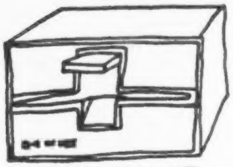
DOS: Disk Operating System. A special utility program which manages a particular application program on a disk.

A close-up of dot-matrix printing



DOT-MATRIX PRINTER: A printer which forms characters individually with dots. If you examine the letters on a page of dot-matrix printing closely, you can see the dots.

DOUBLE-SIDED: A diskette which is designed to be written on and read from both sides. This type of diskette i meant to be used on drives with two read/write heads. A double-sided disk has twice as much capacity as a single-sided disk.



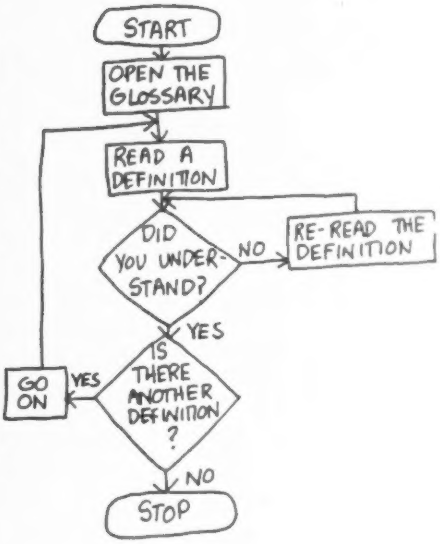
DISK DRIVE

DRIVE: (Disk drive) A device which allows the computer to write and read data from a disk. Inside the drive is a read/write head which is in contact with the magnetic surface of the disk and allows this exchange of information.

EDITOR: A program designed to facilitate the entry and manipulation of text in a computer system. They are mainly used in writing computer programs. Word processing systems are like very sophisticated editors.

FILE: A set of data which make up a logical unit. In word processing, a document.

FLOPPY: A disk or diskette. See disk.


START
OPEN THE GLOSSARY
READ A DEFINITION
DID YOU UNDERSTAND?
NO
RE-READ THE DEFINITION
YES
IS THERE ANOTHER DEFINITION ?
YES
GO ON
NO
STOP

FLOWCHART OF HOW TO USE THIS GLOSSARY

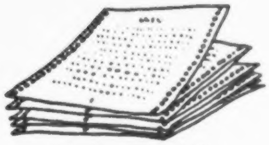
FLOWCHART: A way of diagramming programs to ease their visualization. These symbols are traditionally used: starting and end points are enclosed in rectangular shapes with rounded corners, steps in the process are enclosed in rectangular shapes, points of decision or choice are indicated with diamond shapes, and the sequence or direction of steps is indicated with arrows.

WHICH FORMAT DOES THE COMPANY USE FOR BUSINESS CORRESPONDENCE?

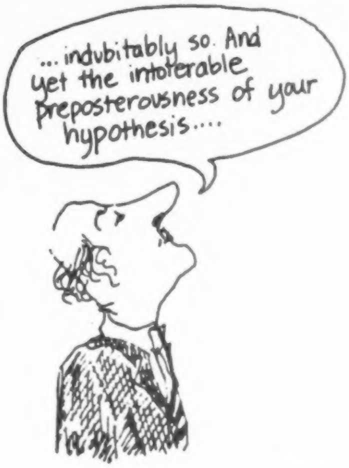
FORMAT: 1 - Generally refers to the layout or arrangement of type on a page. Word processing programs allow the user to change formats without typing text over again by means of reform commands.

2 - In computer jargon, refers specifically to the pattern of tracks and sectors which is recorded on a disk. New disks are blank, and must be tailored to the particular FORMAT which the computer uses. The act of recording a pattern of tracks and sectors is called "formatting". See track and sector.

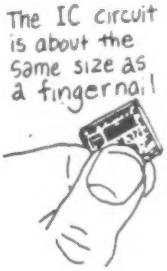
FORTRAN: (formula translator) A computer language for scientific and techni-

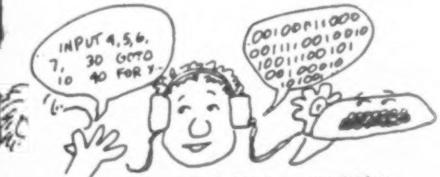


HARD COPY


... indubitably so. And yet the intolerable preposterousness of your hypothesis....

HIGH LEVEL LANGUAGE


The IC circuit is about the same size as a fingernail


INPUT 4,5,6, 7, 30 GOTO 10 40 FOR Y...

HOW AN INTERPRETER WORKS

THE PROGRAM IS TRANSLATED LINE-BY-LINE ... LIKE SIMULTANEOUS TRANSLATION)

cal applications. It is the oldest computer language which is still widely used.

FRICTION FEED: A mechanism for moving sheets of paper through a printer without the use of pins (sprockets) or tractors. Regular letterhead or bond paper can be used in this kind of a printer.

HARD COPY: A print-out. Text printed on paper as opposed to merely magnetically recorded.

HARDWARE: Physical computer equipment. The computer hardware includes the microprocessor (the computer itself), keyboard, disk drives, and monitor.

HIGH LEVEL LANGUAGE: Since most people find assembly language (a sort of intermediate computer language) too difficult to learn (you have to deal with memory addresses and very technical concepts), high level languages were created to make programming easier and more similar to the way people think. BASIC is an example of a high level language, as are PASCAL, FORTRAN, COBOL, etc.

I/O: Input/output.

I/O PORTS: Input/output ports. See ports.

IC: Integrated circuit. A small (less than the size of a fingernail and about as thin) wafer of a glassy material (usually silicon) into which has been etched an electronic circuit. See "chip".

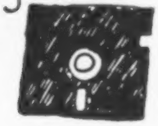
INPUT: Any operation which sends information to the microprocessor (such as typing on the keyboard).

INTEGRATED CIRCUIT: See "IC".

INTERFACE: A device which allows different peripherals to be connected to the computer or to each other.

INTERPRETER: A computer program which translates a high level program (that is, a program written in a high level language) into machine language line by line as it is being executed. Compare "compiler".

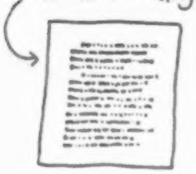
The diskette is protected inside a jacket

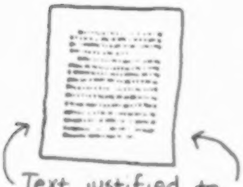


JACKET: An encasing for the diskette.

JUSTIFICATION: In word processing, this refers to the ability of the program to make text always end or line up with the margins -- left, right, or both.

Text justified to the left margin



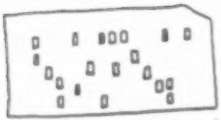


Text justified to both margins

Kilo, one thousand. This is the standard unit of measure used to refer to computer memory; it actually denotes 1024 rather than 1000 bytes. Microcomputers have amounts of memory that range from 4 K to 64 K. In word processing, one page of text takes up about 2 K of memory.

KEYBOARD: Most microcomputers have a keyboard that is patterned after that of a typewriter, although many have a few special keys.

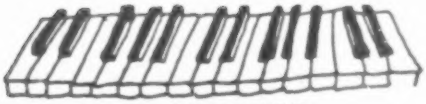
KEY PUNCH: A way of putting data on punched cards so that it can be processed by a computer. The computer reads the holes made on the cards and then processes the data.



Punched card

LINE PRINTER: A printer with an internal buffer (memory), which takes in a whole line of text at a time from the microcomputer and then prints it.

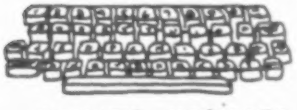
LIST: A command in BASIC which instructs the computer to display the actual text lines which make up a computer program.



PIANO KEYBOARD

LOAD: To put data into the computer memory.

LOW LEVEL LANGUAGE: Machine language is the lowest level computer language -- that is, it is the language closest to the way the computer "thinks". It uses only 1's and 0's. Assembly language is the next level up, and it uses English mnenomics, so it is easier to learn.



COMPUTER KEYBOARD

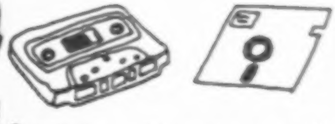
efg LOWER CASE

LOWER CASE: This term refers to non-capit symbols or small letters.

machine language

MACHINE LANGUAGE: The microprocessor's native language. Machine language is very difficult to learn because it is wholly made up of 1's and 0's (binary math). It is, nevertheless, the only language that the computer will understand. Since machine language is too difficult to learn, other languages were created which were more like human language. These languages (e.g., assembly, BASIC, FORTRAN, COBOL, etc.) still have to be translated into machine language for the computer. (See "compiler" and "interpreter".)

MASS STORAGE MEDIA: This is also sometimes called mass memory. Because there is a limit to the amount of memory within the computer itself, additional data can be stored in computer peripherals. The most common storage media used with microcomputers are magnetic tape (c cassettes) and diskettes.



Common storage media for microcomputers

MENU: A listing of options in a computer program. Each alternative is usually designated with a single character, and typing that particular character triggers that option. This is something like ordering from a numbered menu in a restaurant. A very sophisticated program like WORDSTAR has many different menus.

E MENU

MICROCOMPUTER: A computer based on a microprocessor.

MICROPROCESSOR: This is a special IC or chip which acts like a tiny CPU. The development of smaller and smaller ICs is recent; microprocessors replace literally roomfuls of electronic circuitry in early computers. Microprocessors can understand and execute machine language programs.

MONITOR: 1 - Another name for a screen or a

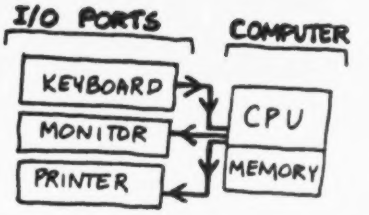
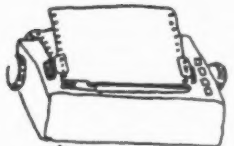


DIAGRAM OF THE INTERACTION BETWEEN THE COMPUTER AND ITS INPUT/OUTPUT PORTS



line printer

THIS IS A PROGRAM FOR A GUESSING GAME TO PLAY WITH A COMPUTER

```
5  HOME
10 R = RND (1)
11 R = R * 10
12 R = INT (R)
20 PRINT "I'M THINKING OF
   A NUMBER FROM 1 TO 10"
30 PRINT "CAN YOU GUESS IT?"
40 INPUT G
50 IF G = R THEN PRINT
   "BRAVO! YOU'VE DONE IT!"
60 IF G <> R THEN PRINT
   "TOO BAD. THE NUMBER I
   WAS THINKING OF WAS" R
70 PRINT "DO YOU WANT TO
     PLAY AGAIN?"
80 INPUT "(Y/N)?"; YN$
90 IF YN$ = "Y" THEN 5
```

which control the movement of continuous perforated paper throu it. See also "tractor feed" a "friction feed".

PORTS: Input/output ports. These are input or output connections to the computer, and the means by which the computer communicates with the outside world. The basic I/O ports are the printer, the keyboard, and the monitor. The printer and the monitor are output ports (i.e., they receive data from the computer) and the keyboard is an input port.

PRINTER: A computer peripheral which produces print-outs or hard copy. There are many different models. See also "line printer", "dot-matrix printer", "daisy-wheel printer", "pin feed", "friction feed", and "tractor feed".

PRINT-OUT: Hard copy. Data printed on paper.

PROGRAM: A numbered series of instruction to the computer which make perform a specific task. Programs fall into two broad categories: application programs and utility programs.

To PROGRAM: To write a computer program (usually in high level language) which will enable the computer to perform some task.

RAM: Random Access Memory. The memory which gets erased every time the system is turned off. The user has access to it.

RANDOM ACCESS MEMORY: See RAM.

READ-ONLY MEMORY: See ROM.

READ/WRITE HEAD: A small electromagnet inside the disk drive which is used to read or write information onto the magnetic surface of a disk. The head is in contact with all of the tracks on the diskette at onc which allows it to locate a specif position on the diskette quickly.

CRT.

2 - A program which implements the fundamental set of commands required to coordinate a computer system. The monitor keeps track of input and output, loads whatever compiler is needed, etc. It is also called an operating system or supervisor.

OPERATING SYSTEM: An operating system can be considered a utility program which acts as an interface between the application program and the computer by managing the resources of the computer system. The operating system routes data to all the different computer devices such as the printer, the monitor, the disk drive, and so forth. It manages and directs the operations of the computer, and may enhance the capabilities of a computer system. An example of enhanced capability is the lower case capability which the CP/M operating system bestows on the Apple computer.

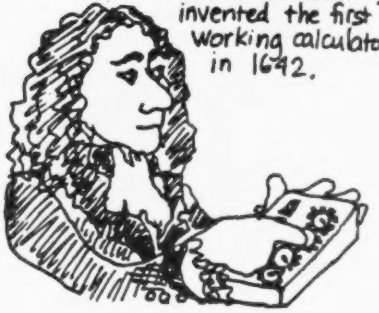
OUTPUT: Any operation in which the computer sends information to the peripheral devices (printer, disk drive, etc.)

PASCAL: A computer language which enforces structured programming. This means that programs written in PASCAL are easier to debug and update than programs written in other languages. This language was named for Blaise Pascal, a French scientist who was the inventor of the first working calculator, and an important figure in computer history.

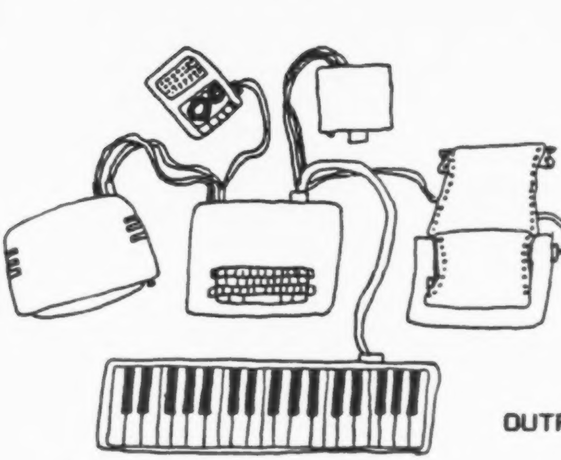
PERIPHERAL: A computer device such as a printer, a disk drive, a monitor, etc. which is attached to the computer system but not essential to the operation of the system.

PERSONAL COMPUTER: A microcomputer designed for home use as opposed to business use. Some common brand names of personal computers are: Apple, Atari, TRS 80, etc.

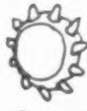
PIN FEED PRINTER: A printer with sprockets



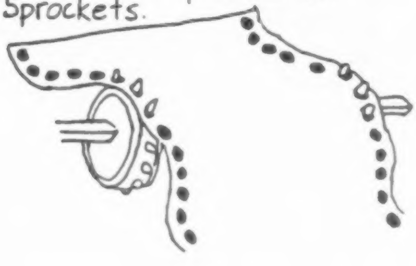
Blaise Pascal, a French scientist, invented the first working calculator in 1642.



Peripherals are devices attached to the computer



Perforated paper is pulled through a pin-feed or tractor-feed printer on Sprockets.

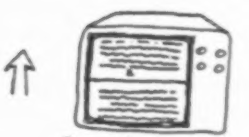


Another type of RAM....

1.
2.
HELP! HELP!
3.

TO SAVE

Scrolling
(the old way)



Scrolling
(the new way)

REGISTER: A register is a special kind of memory unit built into the central processing unit. It is the space where the computer actually processes and manipulates data. The data contained in the registers can be shifted, added, compared, complemented, etc.

RESOLUTION: A term which refers to the amount of data which a computer is capable of putting on a TV screen. Resolution is usually described as "high" or "low". Very well-defined or sharply detailed graphics require high resolution.

ROM: Read-only Memory. The memory in the computer which does not get erased when the system is turned off. The user has no access to it as it is intended for use by the computer only.

RUN: A computer command to start a program.

To SAVE: To record data on a disk or a cassette.

SCREEN: Monitor or CRT. The video window which provides the user with a display of computer output.

SCROLLING: Rolling text on and off the edges of the video screen (especially when trying to bring something into view).

SECTOR: One of the divisions of a track on a disk. There are usually 16 sectors to a track on a 5 1/4 inch disk.

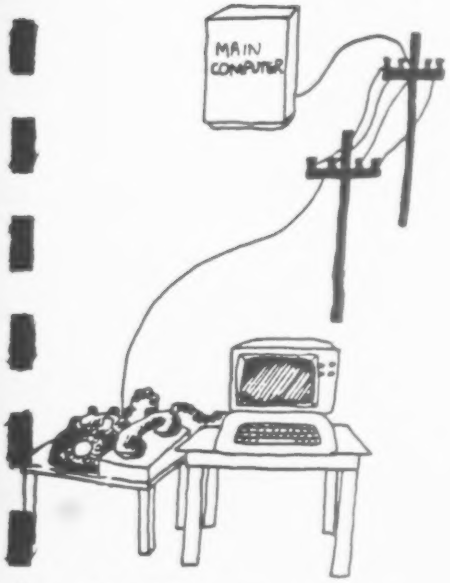
SHIFT: The key on both typewriters and computer keyboards which changes characters from upper to lower case and vice versa.

SINGLE-SIDED: This means that the diskette is designed to be written and read from one side only. This type of diskette is meant to be used on drives with only one read/write head. Also see "double-sided".

SOFTWARE: Programs written in a compute language which tell the computer what to do. Compare "hardware".

STRING: A group of alphanumeric characters -- as opposed to strictly numeric data.

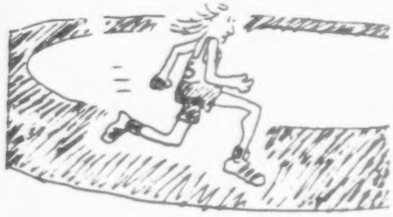
SUPERVISOR: See "monitor".



Computer Terminal attached to the main computer via the telephone lines
(TIME SHARING)

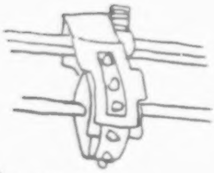
TERMINAL: A device with a keyboard and a screen which allows a user to interact with a computer.

TIME SHARING: A set-up where many users have access to a computer through terminals via the telephone lines. This type of system is used by businesses, institutions, etc. Each user has an account which they can gain access to by means of a secret code.



track

TRACK: A concentric circle (not a spiral) where information can be recorded on a disk. There are 40 tracks on an Apple disk.



Tractors are adjustable sprockets on a printer

TRACTOR FEED: A method of moving paper automatically through a printer. This type of feed mechanism is very similar to "pin feed", except that the sprockets which move the paper through are moveable. This means that this kind of printer can accomodate different sizes of paper. See also "friction feed".

UPPER CASE: Refers to capital letters or symbols at the top of the keys.

UTILITY PROGRAMS: There are two main types of programs: application and utility. Utility programs act as interfaces between application programs and the computer. They manage and direct the operations and interactions of the different computer devices, and they enhance the capabilities of a computer. Operating systems are considered utility programs.

Another kind of tractor

EFG UPPER CASE

The microcomputer, when it is used for word processing, is very much like a sophisticated typewriter.

WARM BOOT: (warm start) Starting a program after the computer is already on.

WORD PROCESSOR: A computer which has been programmed to allow manipulation of text on a screen. In word processing, the computer acts like a very sophisticated typewriter which types on a video screen instead of on paper.

WORDSTAR: A word processing program for the CP/M operating system.

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #1

ACTIVITY SHEET #1 J.R.ESL

COMMUNICATIVE TASK: Understanding directions sequentially stated.

Directions: Put the following sentences in the order according to the correct procedure for booting a computer.

1. Turn on the monitor.
2. Turn on the computer.
3. Place the DOS program disk in drive A.
4. Open the cover to disk drive A.
5. Close the cover to disk drive A.
6. Obtain DOS program disk.
7. Look at prompt (A>).....hit return.

Ex. 1. Obtain DOS program disk________.

2. ______________________________.

3. ______________________________.

4. ______________________________.

5. ______________________________.

6. ______________________________.

7. ______________________________.

NAME______________________________ DATE______________________

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2. open the cover to disk drive A
3. Place the DOS program disk in drive A
4. Close the cover to disk drive A
5. Turn on the computer.
6. Turn on the monitor.
7. Look at prompt (>A)......hit return.

NAME ______________________ DATE ______________________

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #1

ACTIVITY SHEET #2 J.R.ESL

COMMUNICATIVE TASK: Understanding directions sequentially stated.
Identify simple present tense verbs in each sentence.

Directions: A. Write True or False in the column next to each sentence.
B. Underline the simple present tense verbs in each sentence.

1. You put the disks in the disk drive after you turn on the computer. __________

2. You close the disk drive cover after you turn on the computer. __________

3. You turn on the monitor before you turn on the computer. __________

4. You look for the "prompts" before you turn on the computer. __________

5. You hit the return key after you see the prompt: (A>). __________

NAME______________________________ DATE______________________

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #1

ACTIVITY SHEET #2 J.R.ESL

COMMUNICATIVE TASK: Understanding directions sequentially stated.
Identify simple present tense verbs in each sentence.

Directions: A. Write True or False in the column next to each sentence.
B. Underline the simple present tense verbs in each sentence.

1. You put the disks in the disk drive after you turn on the computer. F

2. You close the disk drive cover after you turn on the computer. F

3. You turn on the monitor before you turn on the computer. F

4. You look for the "prompts" before you turn on the computer. F

5. You hit the return key after you see the prompt: (A>). T

NAME ______________________ DATE ______________________

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

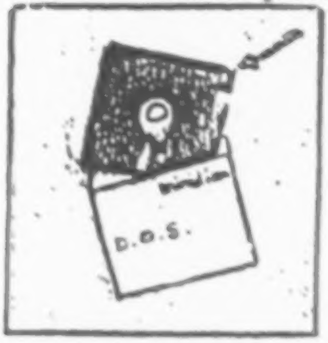
TASK #1

ACTIVITY SHEET #3 J.R.ESL

COMMUNICATIVE TASK: Understanding directions sequentially related.

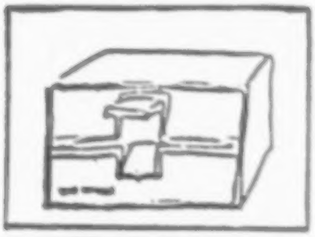
Directions: These pictures demonstrate the sequential order necessary to boot a microcomputer. Write a complete imperative sentence for each pictured sequence which describes the action you would perform.

1.



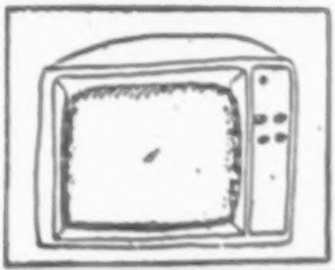
1. ______________________________.

2



2. ______________________________.

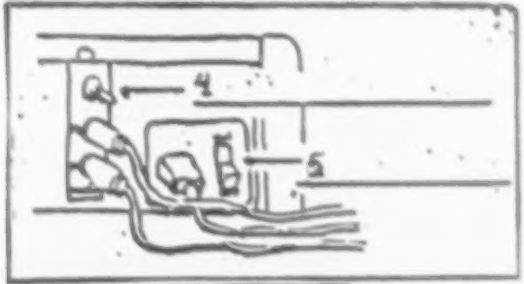
3.



3. ______________________________.

4.

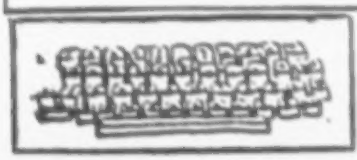
5.



4. ______________________________.

5. ______________________________.

6.



6. ______________________________.

NAME______________________________ DATE____________________

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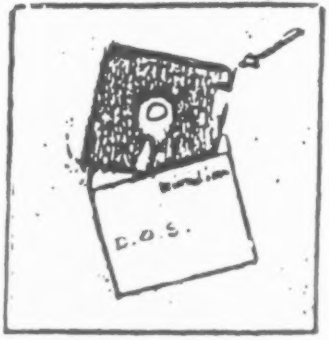
TASK #1

ACTIVITY SHEET #3 J.R.ESL

COMMUNICATIVE TASK: Understanding directions sequentially related.

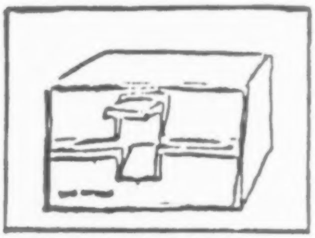
Directions: These pictures demonstrate the sequential order necessary to boot a microcomputer. Write a complete imperative sentence for each pictured sequence which describes the action you would perform.

1.



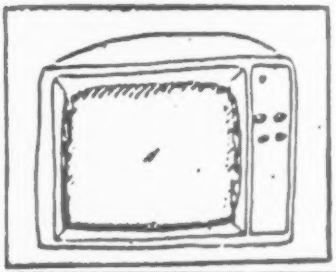
1. Take out the DOS disk. .

2



2. Open the disk drive cover and insert DOS program disk.

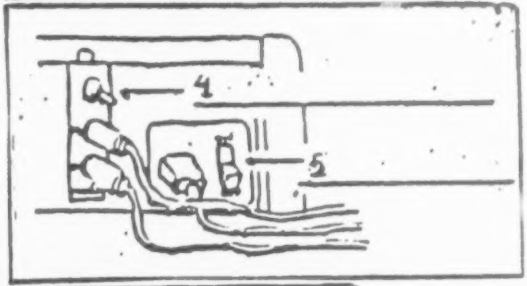
3.



3. Turn on the monitor. .

4.

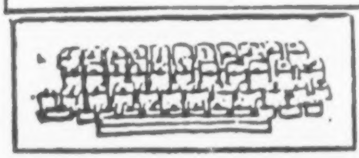
5.



4. Flip soft card switch down.

5. Turn on the main switch. .

6.



6. Keyboard (WS) the first command.

NAME ____________________ DATE ____________________

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TASK #1

ACTIVITY SHEET #4 J.R.ESL

COMMUNICATIVE TASK: Identify meanings of signs and symbols.

Directions: Write a complete sentence using simple present tense verbs for each of the following signs or symbols. The sentence may be descriptive or imperative.

Ex. 1. A> The microcomputer is using the A disk drive.

2. DOS ______________________________.

3. DIR ______________________________.

4. b: ______________________________.

5. A: ______________________________.

NAME ______________________ DATE ______________

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #1

ACTIVITY SHEET #4 J.R.ESL

COMMUNICATIVE TASK: Identify meanings of signs and symbols.

Directions: Write a complete sentence using simple present tense verbs for each of the following signs or symbols. The sentence may be descriptive or imperative.

Ex. 1. A> The microcomputer is ______.

2. DOS DOS is the language a microcomputer uses to read and store information.

3. DIR Minerva display the directory.

4. b: Switch disk drive from the A drive to the B drive.

5. A: Switch disk drive from the B drive to the A drive.

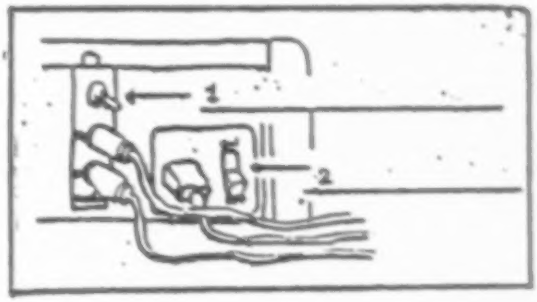
NAME ______________________ DATE ______________

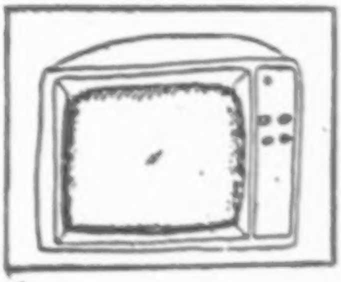
HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #1

ACTIVITY SHEET #1 VOCATIONAL

Directions: Write the names of the objects you see below. Some of them have more than one name.

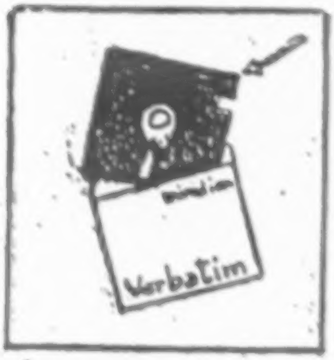




3

4

5



6

7

8

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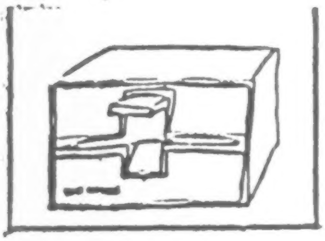
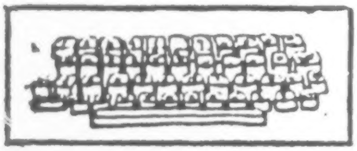
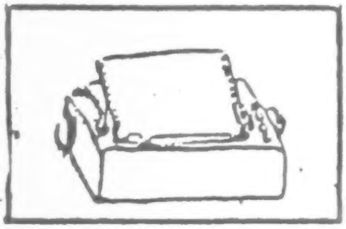


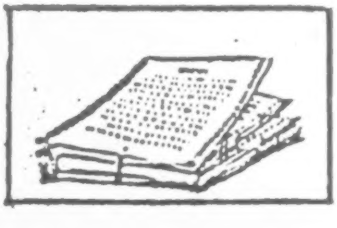
9



10



11



12

NAME

DATE

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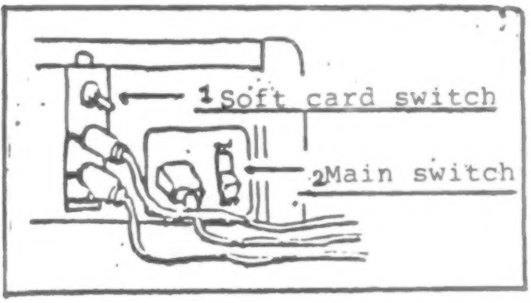
BILINGUAL VOCATIONAL TRAINING

TASK #1

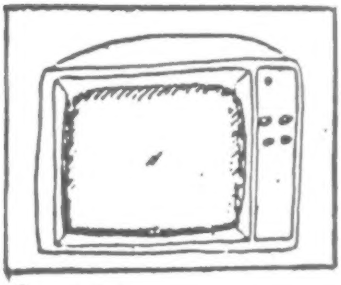
ACTIVITY SHEET #1 VOCATIONAL

Directions: Write the names of the objects you see below. Some of them have more than one name.



1 Soft card switch

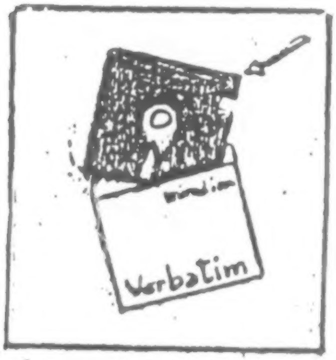
2 Main switch



3 CRT

4 Monitor

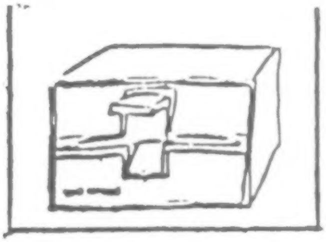
5 Screen



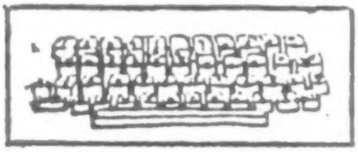
6 Disk

7 Diskette

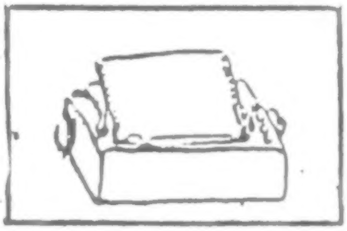
6 Floppy



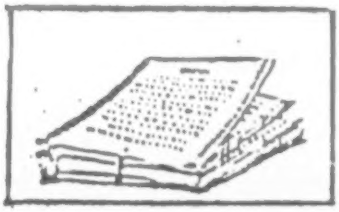
9 Disk drive



10 Keyboard



11 Printer



12 Text/ Document

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BILINGUAL VOCATIONAL TRAINING

TASK #1

ACTIVITY SHEET # 2 VOCATIONAL

Directions: Match the signs and symbols in Column A with their definition in Column B. Write the letter of the definition on the blank line next to the correct term.

Column A		Column B
1. A>	____	a. command given to computer-go to B drive
2. DOS	____	b. computer is in B drive
3. A:	____	c. directory
4. I/O ERROR	____	d. bad disk
5. b>	____	e. warm boot
6. DIR	____	f. command given to computer-go to A drive
7. BAD SECTOR	____	g. computer is in A drive
8. PR#6	____	h. input or output error
9. b:	____	i. disk operating system

NAME______________________________ DATE_____________________

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #1

ACTIVITY SHEET # 2 VOCATIONAL

Directions: Match the signs and symbols in Column A with their definition in Column B. Write the letter of the definition on the blank line next to the correct term.

Column A		Column B
1. A>	F	a. command given to computer-go to B drive
2. DOS	I	b. computer is in B drive
3. A:	G	c. directory
4. I/O ERROR	H	d. bad disk
5. b>	B	e. warm boot
6. DIR	C	f. command given to computer-go to A drive
7. BAD SECTOR	D	g. computer is in A drive
8. PR#6	E	h. input or output error
9. b:	A	i. disk operating system

NAME______________________________ DATE_____________________

TASK #1

EVALUATION: J.R.ESL

WRITTEN TEST

Directions: Write a complete sentence using simple present tense verbs to describe the functions of the elements of a microcomputer and its peripherals.

1. The keyboard

____.

2. The CPU (Central Processing Unit)

____.

3. Video display terminal

____.

4. Printer

____.

5. Disk drives

____.

NAME______________________________ DATE____________________

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #1

EVALUATION: J.R.ESL

WRITTEN TEST

Directions: Write a complete sentence using simple present tense verbs to describe the functions of the elements of a microcomputer and its peripherals.

1. The keyboard

   The keyboard is used to type commands or text. .

2. The CPU (Central Processing Unit)

   The Central Processing Unit controls the programs.

3. Video display terminal

   The Video Display Terminal or monitor lets you see the program or text.

4. Printer

   The printer makes copies of the text. .

5. Disk drives

   The disk drives store information. .

NAME____________________ DATE________________

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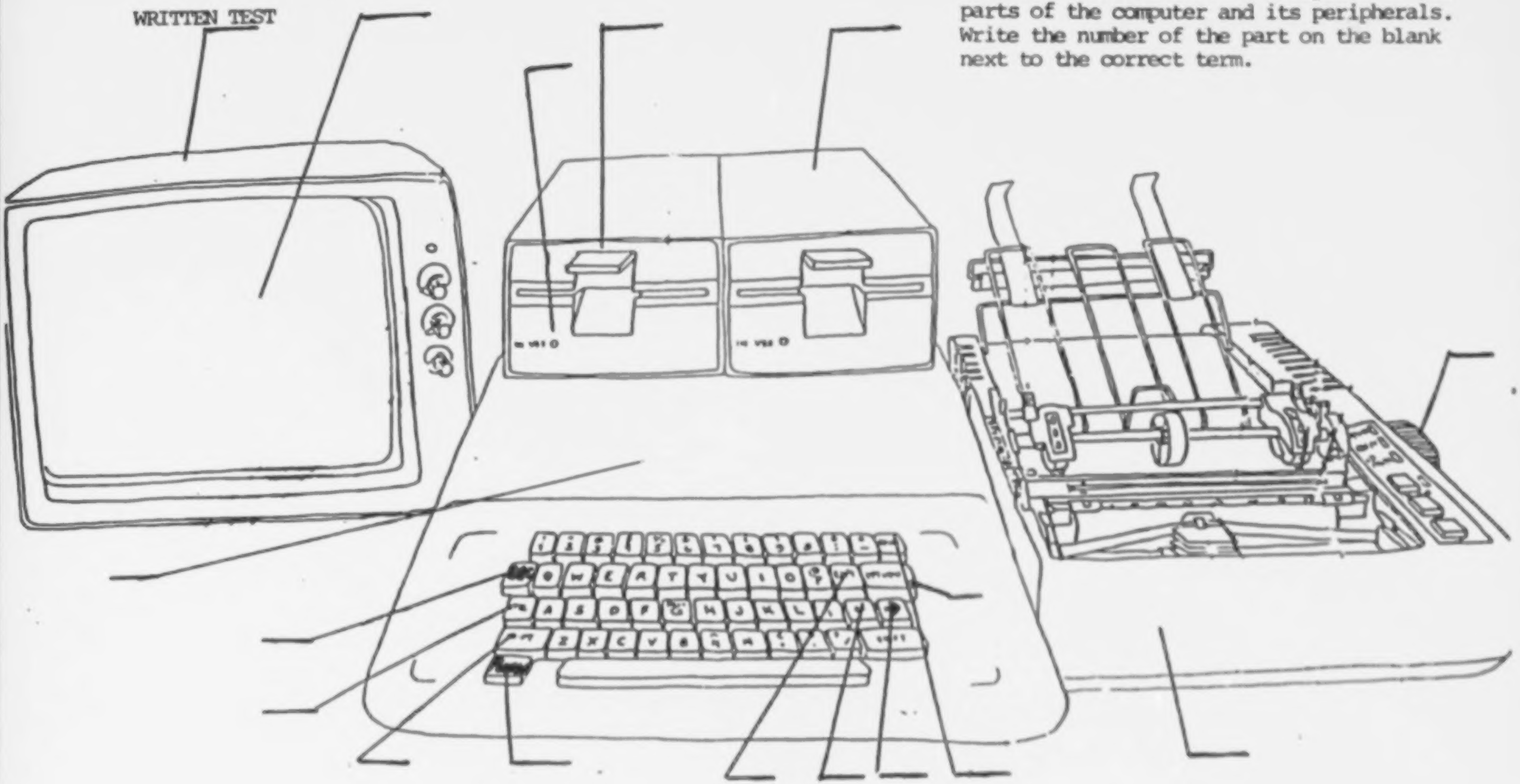
TASK #1
EVALUATION: Diagram

WRITTEN TEST

Directions: From the list of words below, select the number which corresponds to the parts of the computer and its peripherals. Write the number of the part on the blank next to the correct term.



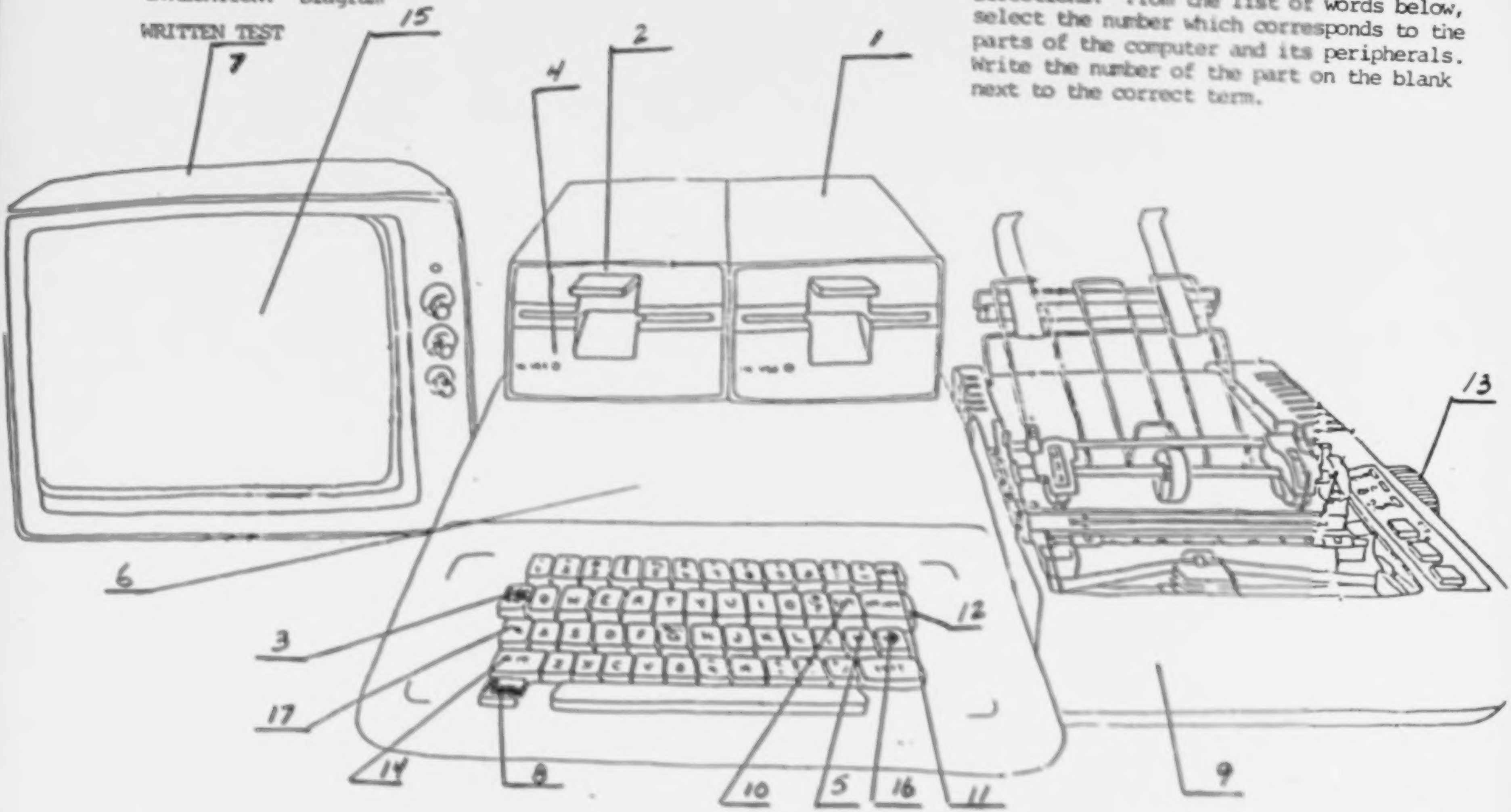
1. Disk drive
2. Disk drive door
3. Escape key
4. In use light
5. Left hand arrow
6. Microcomputer
7. Monitor
8. Power indicator
9. Printer
10. Repeat key
11. Reset key
12. Return key
13. Roller knob
14. Shift key
15. Screen or CRT
16. Right hand arrow
17. Control key

NAME______________________ DATE____________________

[illegible]ACE[illegible]C./[illegible]PAN[illegible]OME[illegible]CEN[illegible]
BILINGUAL VOCATIONAL TRAINING

TASK #1
EVALUATION: Diagram
WRITTEN TEST

Directions: From the list of words below, select the number which corresponds to the parts of the computer and its peripherals. Write the number of the part on the blank next to the correct term.



1. Disk drive
2. Disk drive door
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9. Printer
10. Repeat key
11. Reset key
12. Return key
13. Roller knob
14. Shift key
15. Screen or CRT
16. Right hand arrow
17. Control key

NAME______________________________ DATE____________________

TASK #1

ATTACHMENT #2

STEPS AND TECHNICAL KNOWLEDGE

A. HOW TO BOOT AN APPLE II PLUS MICROCOMPUTER

1. Obtain DOS program disk,
2. Open door of disk drive A.
3. Insert DOS program disk in disk drive A.
4. Close door of disk drive A.
5. Flip soft card switch downward (if necessary)
6. Turn on main switch.
7. Turn on monitor.
8. At prompt:(A>), the microcomputer has been booted.

B. HOW TO FORMAT A BLANK DISK

1. At prompt:(A>), type FORMAT (hit return)
2. At prompt:(Format disk in which drive?), type b; and hit return.
3. At prompt: (Insert disk to be formatted in drive b:), insert blank disk in disk drive B, close cover and hit return.
4. At prompt:(Press return to begin FORMATTING), hit return.
5. Computer will indicate formatting by showing:(FORMATTING...)
6. Upon completion computer will display on screen:(Format Complete).
7. At prompt:(Format another disk Y/N?), type N.

C. HOW TO TURN A MICROCOMPUTER OFF

1. At prompt:(A>), turn monitor switch off.
2. Turn off main switch.
3. Open disk drive doors.
4. Remove DOS program disk and the disk in disk drive b(if disk drive B was used).

Note: To format a blank disk on an IBM PC or XT you would use:

1. Insert DOS program disk in disk drive A
2. Insert blank data file disk in disk drive B
3. Boot the Microcomputer.
4. At prompt:(A>),type FORMAT B:/S
   This will format a disk that is self booting.
5. At prompt, FORMAT ANOTHER Y/N you can choose to format another diskette by typing Y.

TASK #1
OPERATION SHEET

OPERATION: BOOT AN APPLE II PLUS MICROCOMPUTER AND FORMAT A BLANK DISK.

I. MATERIALS

a. Microcomputer
b. Monitor
c. Disk drive
d. Keyboard
e. CPM DOS program disk
f. Blank disk

II. PROCEDURE

A. HOW TO BOOT AN APPLE II PLUS MICROCOMPUTER

1. Obtain DOS program disk,
2. Open door of disk drive A.
3. Insert DOS program disk in disk drive A.
4. Close door of disk drive A.
5. Flip soft card switch downward (if necessary)
6. Turn on main switch.
7. Turn on monitor.
8. At prompt:(A>), the microcomputer has been booted.

B. HOW TO FORMAT A BLANK DISK

1. At prompt:(A>), type FORMAT (hit return)
2. At prompt:(Format disk in which drive?), type b: and hit return.
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7. At prompt:(Format another disk Y/N?), type N.

C. HOW TO TURN A MICROCOMPUTER OFF

1. At prompt:(A>), turn monitor switch off.
2. Turn off main switch.
3. Open disk drive doors.
4. Remove DOS program disk and the disk in disk drive b(if disk drive B was used).

Note: To format a blank disk on an IBM PC or XT you would use:

1. Insert DOS program disk in disk drive A
2. Insert blank data file disk in disk drive B
3. Boot the Microcomputer.
4. At prompt:(A>),type FORMAT B:/S
   This will format a disk that is self booting.
5. At prompt, FORMAT ANOTHER Y/N you can choose to format another diskette by typing Y.

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BILINGUAL VOCATIONAL TRAINING

TASK #1

JOB SHEET #1: BOOT A MICROCOMPUTER
EVALUATION

I. MATERIALS

a. Microcomputer

b. Disk drive(1)

c. DOS program disk

II. PROCEDURE

1. Insert DOS Program disk in disk drive A*

2. Turn main switch on*

3. Turn on monitor*

4. At prompt: (A*), the microcomputer has been booted

*See Operation Sheet

TASK # 1

JOB SHEET # 2 : FORMAT A BLANK DISK
EVALUATION

I. MATERIALS

a. Microcomputer

b. Disk drives (2)

c. DOS disk

d. Blank disk

II. PROCEDURE

1. Insert DOS disk *

2. Insert blank disk *

3. Turn main switch on

4. Turn monitor on

5. At prompt: (A>), type format, then hit return

6. Format the blank disk *

* See operation sheet

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TASK #1

PERFORMANCE TEST

TASK: Boot a microcomputer

Directions: Demonstrate mastery of turning on a microcomputer system.

This test evaluates your ability to: Boot a microcomputer and then turn off the system. You will be given a DOS program disk. You must use booting procedure to boot the disk operating system with 100% accuracy.

No.	Your performance will be evaluated using the items below. All must be "YES"	YES	NO
1.	Opened disk drive cover?		
2.	Correctly handled floppy disk?		
3.	Closed disk drive cover?		
4.	Turned on switches in proper order?		
5.	Followed proper booting sequence?		
6.	Turned off switches in proper order?		
7.	Removed program disk?		
8.	Left disk drive doors open?		
9.			
10.			

Trainee	Date	Attempts	Instructor's Signature

TASK # 2
CORRECT TYPOGRAPHICAL ERRORS IN A LETTER

RELATED COMMUNICATIVE TASK: Correct written information

VOCATIONAL TASK: #2 Correct typographical errors in a letter.

PERFORMANCE OBJECTIVE: Given one document with 5 word division, 5 spelling and 2 spacing errors, correct these by retyping the document with 100% accuracy.

STEPS AND TECHNICAL KNOWLEDGE	TECHNICAL TERMS	LANGUAGE FUNCTIONS	STRUCTURES
1. 2. 3. SEE ATTACHMENT 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15.	SEE ATTACHMENT	COMMUNICATIVE SKILLS Passive: reading comprehension FUNCTIONS Verification Interpret rules Classify/Categorize	Spelling/Individual letters syllabication homonyms

TOOLS AND MATERIALS

8 1/2x11 paper, typewriter, pencil, dictionary

BACKGROUND KNOWLEDGE

Typewriting Skills

SAFETY

Avoid paper cuts. Do not handle paper edges.

ATTITUDES

Concentrate on accuracy.

LEARNING ACTIVITIES AND RESOURCES

VOCATIONAL

1. LEARNING STRATEGIES
   - a. Facilitator discusses typographical errors. Participants identify and verify errors with the facilitator.
   - b. Facilitator reviews basics of typing, centering, margins, tabs, etc.
   - c. Hands on practice (individual) utilizing typewriters, participants correct and retype a letter.
   - d. Demonstration-Facilitator demonstrates how to revise a document on a microcomputer.
   - e. Discussion-Advantages and disadvantages of Word Processing System.
2. EVALUATION
   - a. Observation of participant completing task.
3. RESOURCES
   - a. Facilitator b. Operation, Information and Job Sheets

J.R.ESL

1. LEARNING STRATEGIES
   - a. Instructor lectures on ways of verifying individual letters.
   - b. Discussion and Demonstration of Word division. Rules are outlined using examples from the information sheets.
   - c. Skills Practice (Individual) Participants complete Activity Sheets #1,2,3,4,5.
2. EVALUATION: Written Test
3. RESOURCES
   - a. Information Sheets
   - b. Word Processing Skills and Applications, Flynn Walls.
   - c. Real Life Employment Skills, Handel & Angeles.

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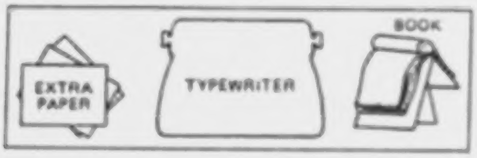
BILINGUAL VOCATIONAL TRAINING

TASK #2
INFORMATION SHEET: THE TYPEWRITER

I. GET READY TO TYPE

1. Clear the work area of unneeded books and papers.
2. Move the typewriter so the front of the frame is even with the edge of the desk.
3. Prepare all necessary material for typing in proper order and place on the stennette.
4. Review written material before preparing to type for any last minute questions on wording, format, etc.



II. CORRECT POSTURE

One should sit confortably far back in the chair, keeping the body erect, slightly forward, and directly in front of the typewriter. Feet should be kept falt on the floor, one just ahead of the other. Fingers curved and upright over the home position. Wrists are low and relaxed. Elbows near your body; forearms parallel to the slant of the keyboard.

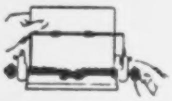
Your accuracy and speed in operating the typewriter will be affected by your posture.

III. HANDLING THE PAPER

To insert the paper, place it between the paper rest and cylinder. While holding it up with the left hand against the paper guide, turn the right cylinder knob and roll the paper into position. If it needs straightening, press down the paper release lever with the right hand (always use the hand nearer to the part to be operated). Line up the top edge of the paper with the line scale on the cylinder, and close the paper release lever. To remove the typed sheet, the paper is loosened by pressing down the paper release, and is pulled out by taking hold of the longer end. The paper release should be reset at once in readiness for another page.

PAPER GUIDE

PAPER HANDLING

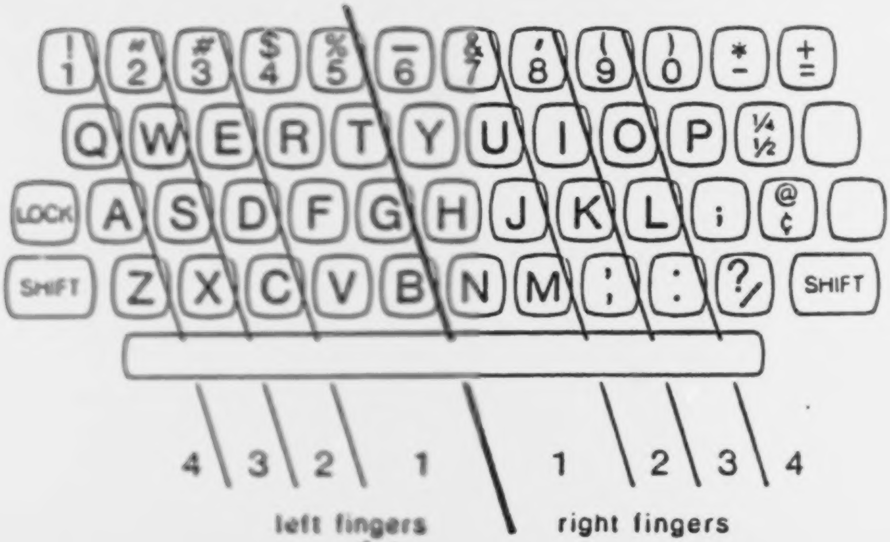


IV. FINGER POSITION

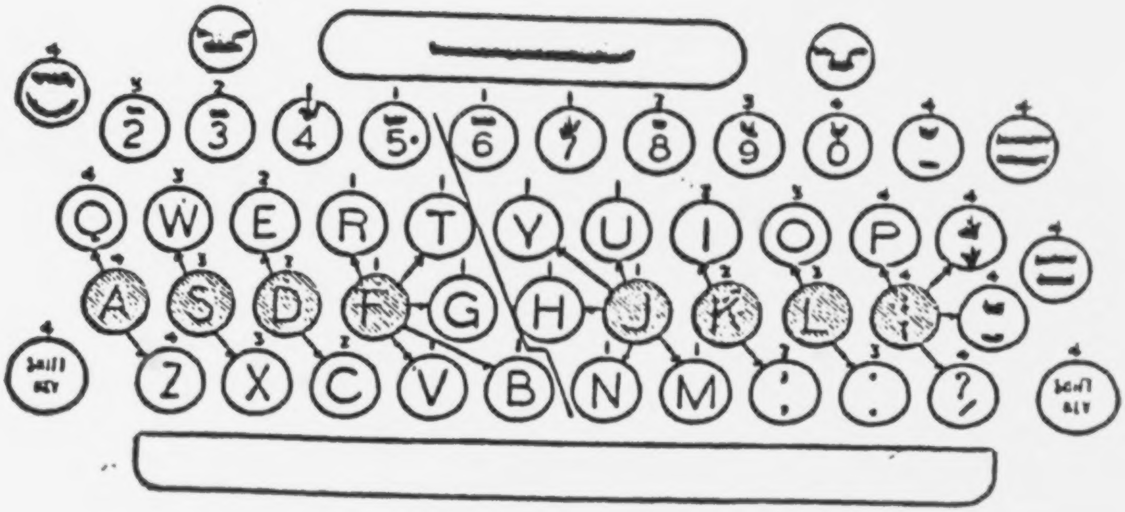
You learn to control and strike all the keys from a position called the home keys. The home keys for the left hand, beginning with the little finger to the first finger, are a s d f. The home keys for the right hand, from the little finger to the first finger are ; l k j.

With the fingers on these guide keys, it is important to get the feeling of just where the home keys are in relationship to the rest of the keys. The next step is to practice using these keys. The fingers should be kept curved over the home keys and each key hit with a firm, quick stroke.

The space bar should be tapped lightly with the thumb of the right hand.



TASK #2
INFORMATION SHEET
p. 3


2
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J
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L
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C
V
B
N
M
shift key
shift key

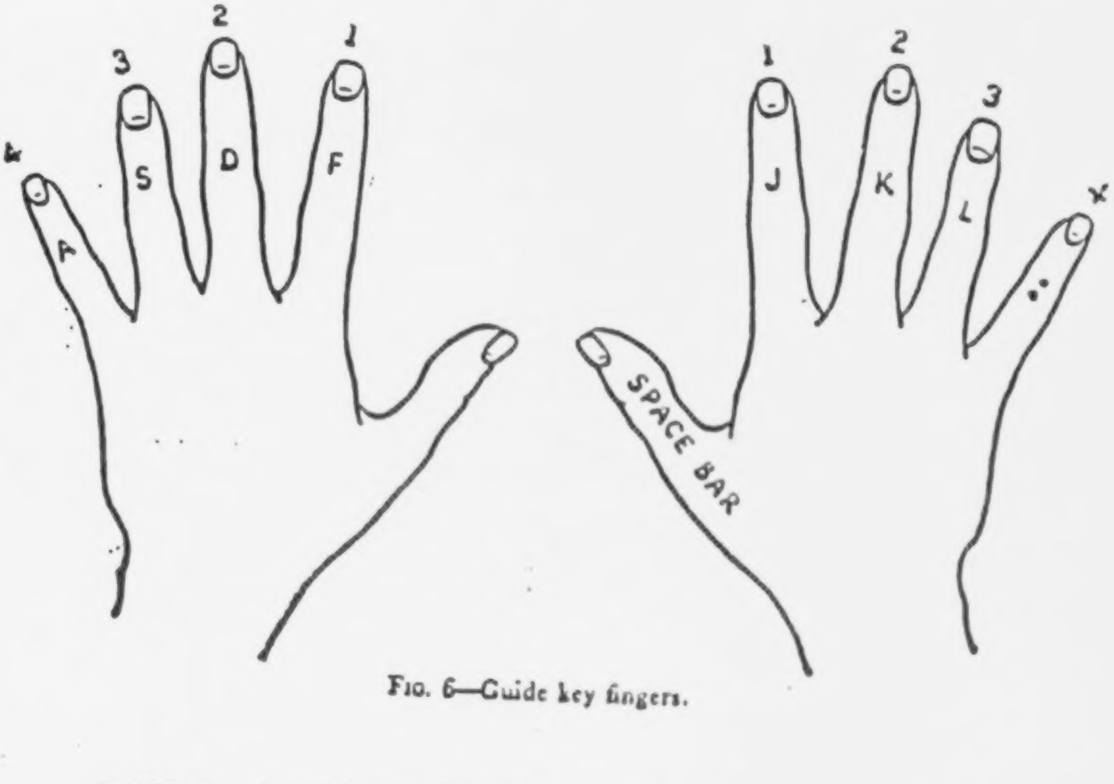
4
3
2
1
1
2
3
4
A
S
D
F
J
K
L
;
SPACE BAR

Fig. 6—Guide key fingers.

RESOURCE: Century 21 Typewriting. McGraw-Hill.

V. THE PAPER GUIDE AND THE MARGINAL STOPS

The marginal stops control the length of the typewritten line. The placement of the paper guide along the scale on the paper table determines whether the typed line will appear closer to the left edge of the paper, the right edge of the paper, or be centered in the middle of the paper with the same margins on either side of the typed line.

In order to arrange all typing work neatly with similar margins on both sides, we must decide on a centering point. For convenience, let us choose 40 on the typewriter scale as the centering point. To find the correct place to set the paper guide, with 40 as the center, first make a small crease in the middle of the sheet of paper. Set the carriage so that the center point of 40 appears in back of the printing point, press down the paper release lever to allow the paper to be moved freely until the crease is in back of the printing point. Close the paper release lever and check the alignment to see that (a) the indicator registers at 40 on the scale, and that (b) the crease is behind the printing point. Next move the paper guide so that the left edge of the paper rests against it. This will be the correct position for the guide when the middle of the paper is at 40.

Lines of any length can be centered. For example, to center a line of 60 spaces, set the marginal stops at 10 and 70; for a line of 50 spaces, set the stops at 15 and 65; for a line of 40 spaces, set the stops at 20 and 60; for a line of 70 spaces set the stops at 5 and 75.

Whatever the length of line, the same number of spaces are on the left of the center point as are on the right of it. In all typing work, the length of line to be used must first be decided upon, and the line then centered by placing the marginal stops at the correct points on the scale.

VI. CAPITAL LETTERS AND SENTENCES

Capital letters are typed by using the shift keys. Every key on the keyboard is provided with two characters, a lower case character and an upper case character. To type a capital of any letter on the left side of the keyboard, use the right shift key; and to type a capital of any letter on the right side of the keyboard use the left shift key.

The left shift key is controlled by the A finger; the right shift key by the; finger. Notice that only the little fingers operate the shift keys.

VII. PARAGRAPH INDENTION AND SIMPLE TABULATION

The tabulator Set Key is used for setting paragraph indentions and the starting points for columns in tabulation work. The tabulator Key is used to make the carriage jump quickly to the point on the scale where paragraphs are to begin, or where columns are desired.

Paragraphs are usually indented five spaces. Before setting the typewriter for indentions, clear all previous tabulator settings in the machine by operating the Tabulator Clearance Key and moving the carriage back and forth several times.

VIII. TABULATING AND CENTERING

Much of the factual information which business organizations use must be tabulated so that it can be referred to easily. Tabulations contain main headings, subheadings, and column headings.

Example: to center the heading, THE UNION SUPPLY COMPANY, count all spaces, including those between words. Divide these 24 spaces by 2 which gives 12. Subtract 12 from the center-point of 40 to get 28. Move the typewriter carriage until the indicator points to 28 on the scale. The heading will be accurately centered when typing starts at this point.

Correct placement of tabulations is obtained by vertical placement and horizontal centering.

Vertical placement - There are six typewriting lines to an inch. Therefore, on a sheet of 8½ x 11 paper there are 66 writing lines. From this number subtract the number of lines needed for the tabulation. Divide by 2 for the number of lines to leave at the top of the paper beginning the tabulation.

If a tabulation requires 26 spaces, subtract 26 from 66, which leaves 40. Half of 40 is 20, the number of spaces to leave above the tabulation.

In vertical placement, the number of free lines that should be left at the top of standard lettersize paper for tabulations containing 20, 33, 41, or 30 lines are 23, 16, 12, and 18.

Horizontal Centering - Count the total number of spaces required in all columns, adding the spaces between columns. The total number of spaces in the entire line is then divided by 2. Subtract this amount from 40 to get the starting point of the line, and add the same number to 40 to get the end of the line. Set the marginal stops at these two points, and then plan the setting of the tabulator stops for each column.

IX. SPECIAL CHARACTERS

Division sign	÷	Question Mark	?
Multiplication sign	X	Slash or Virgule	-
Equals sign	=	One-half sign	½
Minus sign	—	One-quarter sign	¼
Plus sign	+	At sign	@
Degree sign	°	Open Parentheses	(
Exclamation Mark	!	Closed Parentheses	)
Dash	-	Quotation Mark	"
Underscore	______	Colon	:
Asterisk	*	Semicolon	;
		Apostrophe	'
		Comma	,

SPECIAL CHARACTER (Continued)

Number or Pound sign	#
Dollar sign	$
Percentage sign	%
Cents sign	¢
Ampersand sign	&
Open Brackets	[
Closed Brackets	]

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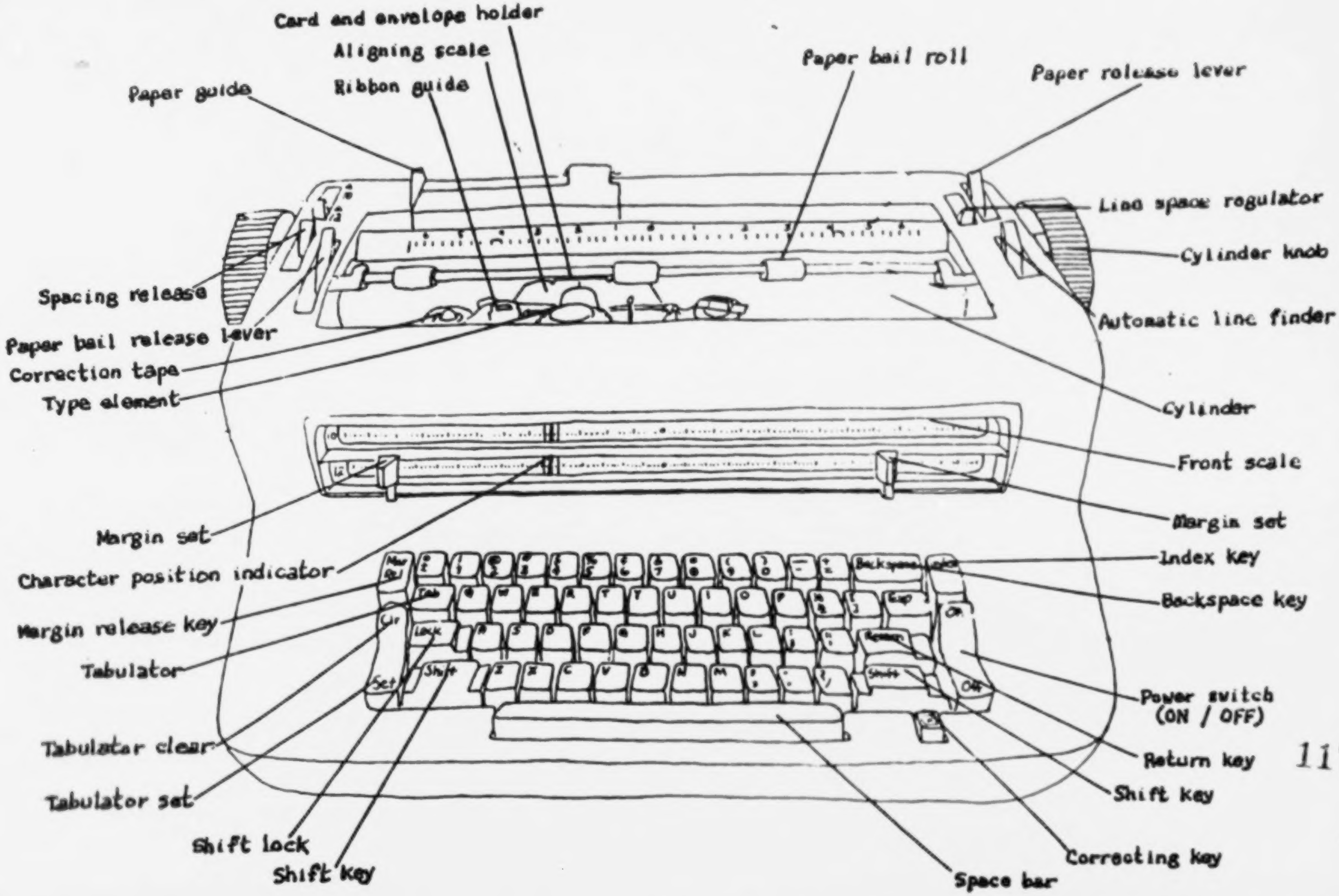
TASK #2

INFORMATION SHEET:
PARTS OF THE ELECTRONIC TYPEWRITER


Card and envelope holder
Aligning scale
Ribbon guide
Paper guide
Paper bail roll
Paper release lever
Line space regulator
Cylinder knob
Automatic line finder
Spacing release
Paper bail release lever
Correction tape
Type element
Cylinder
Front scale
Margin set
Margin set
Character position indicator
Index key
Backspace key
Margin release key
Tabulator
Power switch (ON / OFF)
Tabulator clear
Return key
Tabulator set
Shift key
Shift lock
Shift key
Correcting key
Space bar
Mar Rel
Tab
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Lock
Set
Shift
Backspace
Exp
On
Return
Shift
Off

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BILINGUAL VOCATIONAL TRAINING

TASK #2
INFORMATION SHEET: OPERATIVE PARTS OF THE TYPEWRITER

Line Space Regulator- permits adjustment for single, double, or triple line spacing

Paper Guide - makes it possible to insert the paper accurately and evenly in the typewriter

Cylinder Knobs - (right and left) for turning the cylinder to insert the paper

Variable Line Spacer - used for changing line spacings, and for typing on ruled lines

Automatic Line Finder - when lever is raised a word may be written between two lines, but closer to one than the other. The cylinder is returned to original spacing by lowering lever and turning cylinder knob to line of writing

Cylinder - the rubber roll around which the paper is held in position

Shift Lock - (right and left) used for locking carriage when all capital letters are to be typed

Shift Keys - (right and left) held down when capital letters are to be typed

Space Bar - for spacing between words

Tabulator Set Key - sets the tabulator stops at fixed positions

Tabulator - moves the carriage to any position where a tabulating stop has been set

Tabulator Clearance Key - for removing all unneeded tabulator settings

Backspace Key - when pressed down, the carriage moves back one space at a time. Useful when inserting omitted letters, making corrections, tabulating, and centering

Return Key - is used to return the carriage to the left margin and to move the paper upward

On and Off Key - is used to turn the electric machine on or off

Paper Bail Rolls - holds the paper firmly in place against the cylinder

Paper Bail - holds the paper firmly in place against the cylinder

Marginal Release Key - allows the carriage to move beyond the marginal setting

Paper Holder Bail Release Lever - when pulled forward, releases paper holder bail so that paper can be placed under it and to line up the paper

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BILINGUAL VOCATIONAL TRAINING

TASK #2
INFORMATION SHEET: Operative parts of the typewriter
p.2

Aligning Scale - used to line up the paper which has been reinserted

Card and Envelope Holders - used to firmly hold against the cylinder cards and envelopes

Spacing Release - allows you to position a letter between two others and insert it

Front Plate - can be removed by pressing hand in back of plate and lifting upward; is put back by pushing downward and snapping into place

Margin Set - (right and left) used to set the beginning and end of the typing line

Paper Release Lever - loosens or holds the paper firmly in place

Front Scale - is used to indicate the margins, the set tabs, and for centering

Ribbon Guide - Controls and indicates the position of the ribbon on the typing line

Backspace Express - the carriage moves back one space at a time very quickly

Paper Guide Scale - used to judge the position of the paper from side to side

Character Position Indicator - it shows the number of spaces already passed; it stands at the space where the next key will strike

Character Spacing Regulator - determines the number of characters per inch (either 10 or 12)

Impression Control - regulates the amount of pressure with which the keys strike the paper

Correcting Key - will delete letters for correcting purposes; backspace to delete misprinted letter or words

Index Key - This allows you to move to the space directly below the letter just typed

Single Elements

Cartridge or Cassett/spool

Correction Tape/ribbon

Repeat Capacity Keys - usually dots, dashes, underlines and x's

End of Page Indicator/Page Gauge

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BILINGUAL VOCATIONAL TRAINING

TASK #2

INFORMATION SHEET: SPANISH/ENGLISH

Algunas reglas de ortografía

Está admitido que las dificultades de la ortografía inglesa son grandes. El estudiante no debe confiar pues, en su memoria, para solucionar los casos dudosos, sino que deberá consultar en seguida un diccionario. Veamos algunas de las reglas más elementales:

1. Las palabras monosílabas que terminan en *f*, *l* o *s* precedidas de una vocal, duplican la última consonante: *full*, *glass*, etc. Excepciones: *gas, has, if, of, this, was, yes, add, egg, err.*

2. Los sustantivos acabados en consonante precedida de una vocal corta duplican dicha consonante antes de un sufijo: *blot, blotter, blotting*, etc. Excepto *flood, flooding; spread, spreading* (dos vocales).

3. Las palabras bisílabas terminadas en consonante, con el *acento tónico sobre la segunda sílaba*, duplican la última consonante antes de un sufijo: *repelled, acquitted; occur, occuring; refer, referred; confer, conferring.*

4. Las palabras que acaban en *l* no la duplican antes de un sufijo: *appeal, appealing; mortal, mortality; peril, perilous*. Excepciones: *gambol, gambolling; wool, woollen, woolly; travel, traveller; worship, worshipping*. (Ortografía americana: *traveler, woolen.*)

5. Las palabras cuyo sonido final es «k», se escriben con *ck* después de vocal corta: *lock, pick*, etc. Excepciones: *music, physic, electric*. Si el sonido de la vocal es largo se escribe únicamente «k»: *speak, week, talk.*

6. La *e* final desaparece antes de *ing: live, living; write, writing,* etcétera. Excepciones: *life, lifelike; sense, senseless* (porque el sufijo empieza en consonante). Siguiendo a *c* y *g*, la *e* se mantiene: *change, changeable; trace, traceable*, etc. Excepciones: *mileage, saleable.*

7. *ie* se transforma en *y* al añadirle *ing: die, dying* (morir), *lie, lying*. (Nota: *dye, dyeing* (teñir).

8. Después de una consonante, la *y* final se convierte en *ie: lady, ladies; quality, qualities*, etc., pero nunca después de una vocal: *boy, boys; pay, pays; whisky* o *whiskey.*

9. Existen palabras con un sonido de *i*, como en *keep*, pero que

e escriben unas veces en *ei* y otras en *ie*. La norma es: «la *i* ntes de la *e*, excepto después de c»: *believe, grive;* pero *deceive, eceive.*

10. Téngase en cuenta el verbo cuando la forma del plural e un substantivo represente un singular, o viceversa: *The United tates is a mighty country. The Grisons is the largest canton of wld. We say the committe was appointed by the general meeting, but the committe were in hopeless disagreement; the jury was appointed, but they were often divided.*

11. Plurales de voces extranjeras que deben ser tenidos en uenta: addendum—addenda, fungus—fungi, memorandum—memoranda, radius—radii, axis—axes, species—species, series—series, index—indices (aunque también indixes) crisis—crises, analysis—analyses.

12. Plurales de voces compuestas: general manager—general anagers, son-in-law—sons-in-law, man-of-war—men-of-war, woman servant—women servants.

13. Las formas para el masculino y el femenino son diferentes algunos casos: salesman—sales woman, hero—heroine, lord—dy, earl—countess, Sir (Winston Churchill)—Lady (Churchill), H. M. the Queen (Her Majesty)—H. R. H. (His Royal Highness) the Duke of Edinburgh, Prince Charles—Princess Ann.

Some Spelling Rules

The difficulties of English spelling are admittedly great. The student should never trust to his memory in uncertain cases, but immediately consult a dictionary. Here are few simple rules:

1. Words of one syllabe ending in f, l *or* s *after a single vowel double the last consonant: full, glass, etc. Exceptions: gas, has if, of, this, was, yes, add, egg, err.*

2. Nouns ending in one consonant after a single short vowel double the final consonant before an ending: blot, blotter, blotting, *etc. But flood, flooding; spread, spreading (two vowels).*

3. Words of two syllables ending in one consonant with the stress on the second syllable, *double the last consonant before an ending: repelled, acquitted; occur, occuring; referred, confer, conferring.*

4. Words ending on one l *do not double this before an ending: appeal, appealing; mortal, mortality; peril, perilous. Exceptions: gambol, gambolling; wool, woollen, woolly; travel, traveller; worship, worshipping. (American spelling: traveler, woolen).*

5. Words ending in the «k» sound have ck *after a short vowel: lock, pick, etc. Exceptions: music, physic, electric. If the vowel sound is long, write only «k»: speak, week, talk.*

6. Final «e» is dropped before ing*: live, living; write, writing, etc. Exceptions: life, lifelike; sense, senseless (because the ending begins with a consonant). After* c *and* g *the* e *is kept: change, changable; trace, traceable, etc. Exceptions: mileage, saleable.*

7. ie *changes to* y *before* ing*: die, dying, lie, lying. (Note: dye, dyeing).*

8. After a consonant final y *changes to* ie*: lady, ladies; quality, qualities, etc., but never after a vowel; boy, boys; pay, pays; whisky or whiskey.*

9. Words with the i-sound as in keep, but written either ei *or*

ie. *The rule is: «i before e except after c»: believe, grieve; but deceive, receive.*

10. Mind the verb when the plural form of a noun really denotes a singular, and vice-versa: The United States is a mighty country. The Grisons is the largets canton of Swld. We say the committee was appointed by the general meeting, but the committee were in hopeless disagreement; the jury was appointed, but they were often divided.

11. Plurals of foreing words to be noted: addendum—addenda, fungus—fungi, memorandum—memoranda, radius—radii, axis—axes, specier—species, series—series, index-indices (but also indexes) crisis—crises, analysis—analyses.

12. Plurals of composite words: general manager—general managers, son-in-law—sons-in-law, man-of-war—men-of-war, woman servant, women—servants.

13. Masculine and feminine forms are different in some cases: salesman—sales woman, hero—heroine, lord—lady, earl—countess, Sir (Wiston Churchill)—Lady Churchill, H. M. the Qeen (Her Majesty)—H. R. H. (His Royal Highness) the Duke of Edinburgh, Prince Charles, Princess Ann.

RESOURCE: CORRESPONDENCIA COMERCIAL INGLESA
ARNOLD LATT
DAIMON PUBLISHERS, BARCELONA SPAIN

TASK #2

INFORMATION SHEET: WORD DIVISION

When a word processor is used, the machine may be instructed to highlight words that may be divided at the ends of lines. However, the machine cannot make the actual decision about the division of a word unless it contains a spelling dictionary. Usually the operator must make that decision.

Word division is necessary to keep the right margin fairly even. However, excessive word division detracts from the appearance of a completed document and may make reading difficult. Therefore, it should be avoided if possible. Some general rules for dividing words are presented here. Regardless of which rule is applied, there should be enough of the word on the first line to give the reader the concept of the entire word. Furthermore, the word should be divided in such a way that the reader is not "misled" by the portion of the word that appears on the first line. For example, the word record meaning an attested top performance should not be divided **re/cord** but **rec/ord.**

In the following examples, the words are divided at the **preferred** points. Division of some of these words at other points would also be acceptable, but not preferred. If a word is divided, the following rules apply.

1. Divide words only between syllables (check a dictionary if in doubt about syllabication).

   mer/chant **eve/ning** **junc/tion**

2. Divide hyphenated words at the hyphen.

   self-/control **mother-/in-/law** **one-/third**

3. Divide a solid word compound between the elements of the compound word.

   text/book **under/stood** **book/keeping**

4. If a single letter that is also a syllable falls within a word, divide after the single letter.

   monu/ment **sepa/rate** **jani/tor**

   a. If a single letter syllable immediately precedes an ending two-letter syllable, divide **before** the single letter.

      heart/ily **luck/ily** **rar/ity**

   b. If the single-letter syllable is an **a** or **i** followed by an ending syllable **ble, bly, cle,** or **cal,** divide **before** the **a** or **i.**

      flex/ible **miser/able** **cler/ical**

5. If two, one-letter syllables come together within a word, divide between the one-letter syllables.

   soci/ety devalu/ation mini/ature

6. When a suffix is added to a word that ends in a double letter, divide after the doubled letter.

   call/ing will/ing buff/ing

7. If the final consonant is doubled when a suffix is added, divide between the doubled consonant.

   plan/ned incur/ring omit/ting

8. Suffixes such as **ment, tive, sive, cion, cian, gion, sion, tion, tious, cious, cial, tial** are always treated as a single unit. Words containing any of these suffixes are divided so that the suffix is retained as a unit.

   essen/tial objec/tion nutri/tious

9. Do not divide a one-syllable word.

   caught burned heart

10. Do not divide after a one- or two-letter syllable at the beginning of a word.

    amount not a/mount rela/tion not re/lation

11. Do not divide a two-letter syllable that ends a word.

    teacher not teach/er floated not float/ed

12. Do not divide words of five or fewer letters. Division of a six-letter word is acceptable but not recommended.

    about not a/bout lesson not les/son

13. Do not divide dates or addresses. However, if it becomes necessary to divide a date or an address, divide the date between the day and the year and the address between the city and the state.

    May 1, 1984 May 1,/1984 Boston, MA 09713 Boston,/MA 09713

14. Do not divide a proper name. However, a surname may be divided from a given name.

    Mrs. Mary Faye/Ward Clay/Holt

15. Do not divide words at the ends of the first and last lines on a page and the first and last lines of a paragraph.

TASK #2
INFORMATION SHEET: WORD DIVISION
p. 3

16. Do not divide more than three or four words on each typewritten page and at the ends of more than two consecutive lines.

17. Do not divide words written as contractions.

shouldn't __not__ **should/n't** **they're** __not__ **they/'re**

18. Do not divide figures, abbreviations, or symbols.

$250,000 __not__ **$250,/000** **@$5.20** __not__ **@/$5.20**

RESOURCE: __Word Processing Skills and Application__, Flynn Walls.
Reston Publishing Co.

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TASK #2

INFORMATION SHEET: Differences Between a Computer Keyboard and a Typewriter.

A.

Keys	Computer	Typewriter
Space Bar	moves cursor one space as well as inserting a character into text	advances the carriage one space leaving a space, blank character in that space
Return Key	advances the cursor to the end of the present line and places a carriage character at the end of the previous line	moves carrriage to the beginning of the next line
Tab Key	moves the cursor some number of spaces to the next tab mark. Text gets spaces inserted into the area where the cursor has advanced in as well as moves any text over if it is after the cursor	moves the carriage to the next set tab space
Shift Key Shift Lock	By pressing "ESC" once you get one capital letter, (the next letter to type). By pressing "ESC-ESC" you get all the characters printed in upper case until you press "ESC" again.	gives upper case print
Cursor Moves	special keystrokes that allow the cursor to move through the text without	non-existent
Erase Keys	these keys allow the user to erase characters as follows: ------: one character to the left of the cursor. G: one character to the right of the cursor. T: one word to the right of the cursor. Y: the entire line that the cursor is situated on.	must be done via: correcting ribbon, correctotype, erasing, etc.
Digit 1 and letter (L lowercase)	Lowercase letter L cannot be used for digit 1.	Used interchangeably.

TASK #2

INFORMATION SHEET

Shift Key	Does not unlock uppercase. Enters top portion of two-character keys. Strike Caps Lock key to return to lowercase.	Unlocks uppercase. Enter letters in uppercase when struck.

RESOURCE: Communication Skills for the Processing of Words.

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TASK #2
INFORMATION SHEET: WORDPROCESSING

Word processing is the use of computers to create, view, edit, store, retrieve and print text material. Routine letters can be prepared by personnel other than clericals. Most pc's and microcomputers can be used as word processors by loading wp programs into the system. These programs include: Wordstar, Apple Writer, Word Perfect, Easywriter etc.

Capabilities and advantages of a word processor for

- Text can be:
  Keyed into the system
  displayed on the screen
  recorded on a storage disk (Floppy)
- Carriage returns are automatic
- Corrections are easy: characters, words, sentences, paragraphs and large block of a text can be added, deleted or moved around.
- Headings and page numbers can be automatically put on each page.
- Top, bottom, left and right margin and centering can be preset.
- Letters and reports can be printed on a first time basis as needed
- WP come with dictionaries or spelling programs to check every word in a document.
- Documents can be revised to meet individual needs.

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TASK #2

INFORMATION SHEET: ADVANTAGES AND DISADVANTAGES OF WORD PROCESSING FOR A BUSINESS

ADVANTAGES:

1. Reduces costs in:
   a: Equipment - less equipment needed
   b: Employees - less employees needed

2. Increases the efficiency and capability of an office

3. Increases productivity

DISADVANTAGES

1. Equipment is expensive

2. Requires trained personnel

3. Word processing specialization can be boring

4. Accidents can destroy valueable records which have been electronically stored.

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TASK #2
ATTACHMENT

TECHNICAL TERMS

1. insert
2. remove
3. center
4. position
5. characters
6. keys
7. home position
8. keyboard
9. release
10. depress
11. regulator
12. reset
13. straighten
14. edge
15. adjust
16. loosened
17. spacing
18. lever
19. setting
20. omit
21. reinsert
22. portion
23. indicate
24. misprint
25. delete
26. carriage
27. tabulate
28. snap
29. firmly
30. strike
31. crease
32. alignment
33. operate
34. relocate
35. selector
36. operative
37. activated
38. interchangeable
39. daisy wheel
40. pica
41. elite
42. mikron
43. pitches
44. subscripts
45. superscripts

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TASK #2
ACTIVITY SHEET #1 J.R.E SL

COMMUNICATIVE TASK: Interpretation of word division rules.

A. Directions: On each line below one word is incorrectly divided according to the preferred style of word division. Write the identifying letter for that word in the answer column.

1. (a) experi/ence (b) minia/ture (c) swim/ming (d) self-/control ________
2. (a) coll/ect (b) pre/cious (c) drowned (d) navi/gate ________
3. (a) ele/phant (b) text/book (c) begin/ning (d) aren/'t ________
4. (a) May/1, 1984 (b) steady (c) May 1,/1984 (d) busi/ness ________
5. (a) change/able (b) spell/ing (c) com/mittee (d) init/ials ________
6. (a) Dorothy (b) three-/quarters (c) pro/test (d) re/lation ________
7. (a) $19,652 (b) avail/able (c) spe/cial (d) a/mount ________
8. (a) equip/ment (b) abroad (c) Muskogee,/OK 74434 (d) self-pos/sessed ________
9. (a) increas/ed (b) pur/pose (c) news/paper (d) teacher ________
10. (a) essen/tial (b) could/n't (c) erased (d) success/ful ________

B. Directions: Rewrite each word in the answer column using a diagonal (/) to indicate the preferred word division at the end of a line. If a word should not be divided, write C in the answer column.

1. hasn't ________
2. objective ________
3. stopping ________
4. brought ________
5. large-scale ________
6. vitamins ________
7. teacher ________

TASK #2
ACTIVITY SHEET #1 J.R.ESL
p. 2

8. sincere __________

9. floated __________

10. simultaneous __________

C. Directions: Rewrite each word in the answer column using a diagonal (/) to indicate the preferred word division at the end of a line. If a word should not be divided, write C in the answer column.

1. June 1, 1985 __________

2. Houston, TX 77016 __________

3. Mr. William B. Jones __________

4. $250,000 __________

5. positive __________

6. Tennessee __________

7. corporation __________

8. executive __________

9. about __________

10. determine __________

NAME____________________ DATE____________________

RESOURCE: Word Processing Skills and Applications, Flynn Walls.
Reston Publishing co.

HACER INC./HISPANIC WOMENS' CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #2
ACTIVITY SHEET #1 J.R.ESL

COMMUNICATIVE TASK: Interpretation of word division rules.

A. Directions: On each line below one word is incorrectly divided according to the preferred style of word division. Write the identifying letter for that word in the answer column.

1. (a) experi/ence (b) minia/ture (c) swim/ming
(d) self-/control F

2. (a) coll/ect (b) pre/cious (c) drowned
(d) navi/gate A

3. (a) ele/phant (b) text/book (c) begin/ning
(d) aren/'t D

4. (a) May/1, 1984 (b) steady (c) May 1,/1984
(d) busi/ness A

5. (a) change/able (b) spell/ing (c) com/mittee
(d) init/ials D

6. (a) Dorothy (b) three-/quarters (c) pro/test
(d) re/lation D

7. (a) $19,652 (b) avail/able (c) spe/cial
(d) a/mount D

8. (a) equip/ment (b) abroad (c) Muskogee,/OK 74434
(d) self-pos/sessed D

9. (a) increas/ed (b) pur/pose (c) news/paper
(d) teacher A

10. (a) essen/tial (b) could/n't (c) erased
(d) success/ful B

B. Directions: Rewrite each word in the answer column using a diagonal (/) to indicate the preferred word division at the end of a line. If a word should not be divided, write C in the answer column.

1.	hasn't	C
2.	objective	objec/tive
3.	stopping	stop/ping
4.	brought	brought
5.	large-scale	large-/scale
6.	vitamins	vita/mins
7.	teacher	teacher

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #2
ACTIVITY SHEET #1 J.R.ESL
p. 2

8.	sincere	sin/cere
9.	floated	C
10.	simultaneous	simulta/neous

C. Directions: Rewrite each word in the answer column using a diagonal (/) to indicate the preferred word division at the end of a line. If a word should not be divided, write C in the answer column.

1.	June 1, 1985	June 1,/1985
2.	Houston, TX 77016	Houston,/TX 77016
3.	Mr. William B. Jones	Mr. William B./Jones
4.	$250,000	C
5.	positive	posi/tive
6.	Tennessee	Ten/nesee
7.	corporation	corpoa/tion
8.	executive	execu/tive
9.	about	C
10.	determine	deter/mine

NAME ______________________ DATE ________________

RESOURCE: Word Processing Skills and Applications, Flynn Walls.
Reston Publishing co.

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #2
ACTIVITY SHEET #2 J.R.ESL

COMMUNICATIVE TASK: Classification/Categorization

Directions: Identify the kinds of errors you see in the letter to Carter Products Co. Use the following categories and list the line number where the errors are found.

# Word Division	# Typographical/ Spelling	# Spacing
____	____	____
____	____	____
____	____	
____	____	

NAME______________________________ DATE________________

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #2
ACTIVITY SHEET #2 J.R.ESL

COMMUNICATIVE TASK: Classification/Categorization

Directions: Identify the kinds of errors you see in the letter to Carter Products Co. Use the following categories and list the line number where the errors are found.

# Word Division	# Typographical/ Spelling	# Spacing
6	2	6
7	9	14
10	10	
12	12	

NAME____________________________ DATE______________

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #2
ACTIVITY SHEET #3 J.R.ESL

COMMUNICATIVE TASK: Interpretation of word division rules.

Directions: Consult the "Word Division Information Sheet". Find the rule that corresponds to each divided word on the list below. Write the number of the rule next to the word. The words on the list have been divided correctly.

Divided Words	Rule Number
1. docu/ment	______
2. consider/able	______
3. relin/quish	______
4. 13,295,000	______
5. San Francisco,/California	______
6. two-/bedroom	______
7. decide	______
8. vari/ety	______
9. class/room	______
10. stop/ping	______
11. through	______
12. bill/ing	______
13. stated	______
14. wouldn't	______
15. develop/ment	______

NAME______________________________ DATE_______________

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #2
ACTIVITY SHEET #3 J.R.ESL

COMMUNICATIVE TASK: Interpretation of word division rules.

Directions: Consult the "Word Division Information Sheet". Find the rule that corresponds to each divided word on the list below. Write the number of the rule next to the word. The words on the list have been divided correctly.

	Divided Words	Rule Number
1.	docu/ment	4
2.	consider/able	4B
3.	relin/quish	1
4.	13,295,000	18
5.	San Francisco,/California	13
6.	two-/bedroom	2
7.	decide	10
8.	vari/ety	5
9.	class/room	3
10.	stop/ping	7
11.	through	9
12.	bill/ing	6
13.	stated	11
14.	wouldn't	17
15.	develop/ment	8

NAME______________________ DATE____________

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #2
ACTIVITY SHEET #4 J.R.ESL

COMMUNICATIVE TASK: Spelling, verification

Directions: The typist must be able to identify sound-alike words, those that have the same sound but have different meanings and spellings. Use a dictionary and the partial list of commonly confused sound-alike words to proofread the following letter for spelling mistakes. Cross out the incorrect word, and write the correst form in the space directly above it.

This is a partial list of the most commonly confused sound-alike words.

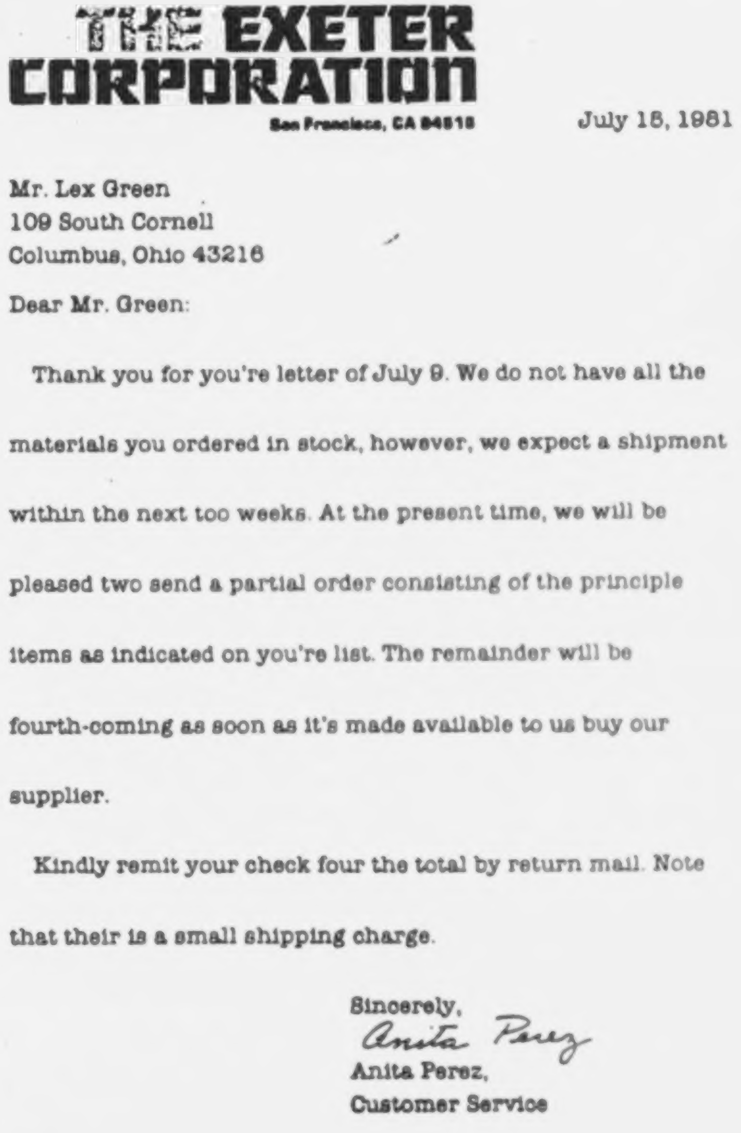
there — a place
their — a word used to show ownership
they're — a short form of *they are*

it's — a short form of *it is*
its — a word used to show ownership

too — also
to — toward; a word often used before verbs
two — 2

fourth — 4th
forth — ahead, toward

compliment — a flattering remark
complement — the amount needed to make a thing complete



THE EXETER CORPORATION
San Francisco, CA 94518

July 15, 1981

Mr. Lex Green
109 South Cornell
Columbus, Ohio 43216

Dear Mr. Green:

Thank you for you're letter of July 9. We do not have all the materials you ordered in stock, however, we expect a shipment within the next too weeks. At the present time, we will be pleased two send a partial order consisting of the principle items as indicated on you're list. The remainder will be fourth-coming as soon as it's made available to us buy our supplier.

Kindly remit your check four the total by return mail. Note that their is a small shipping charge.

Sincerely,
Anita Perez
Anita Perez,
Customer Service

RESOURCE: Real Life Employment Skills, Handel & Angeles. Scholastic Book Services

NAME____________________ DATE____________

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #2
ACTIVITY SHEET #4 J.R.ESL

COMMUNICATIVE TASK: Spelling,verification

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its — a word used to show ownership

too — also
to — toward; a word often used before verbs
two — 2

fourth — 4th
forth — ahead, toward

compliment — a flattering remark
complement — the amount needed to make a thing complete

THE EXETER CORPORATION
San Francisco, CA 94515

July 15, 1981

Mr. Lex Green
109 South Cornell
Columbus, Ohio 43216

Dear Mr. Green:

Thank you for YOUR ~~you're~~ letter of July 9. We do not have all the materials you ordered in stock, however, we expect a shipment within the next TWO ~~too~~ weeks. At the present time, we will be pleased to ~~two~~ send a partial order consisting of the PRINCIPAL ~~principle~~ items as indicated on YOUR ~~you're~~ list. The remainder will be FORTH ~~fourth~~-coming as soon as it's made available to us by ~~buy~~ our supplier.

Kindly remit your check FOR ~~four~~ the total by return mail. Note that THERE ~~their~~ is a small shipping charge.

Sincerely,
Anita Perez
Anita Perez,
Customer Service

RESOURCE: Real Life Employment Skills, Handel & Angeles. Scholastic Book Services

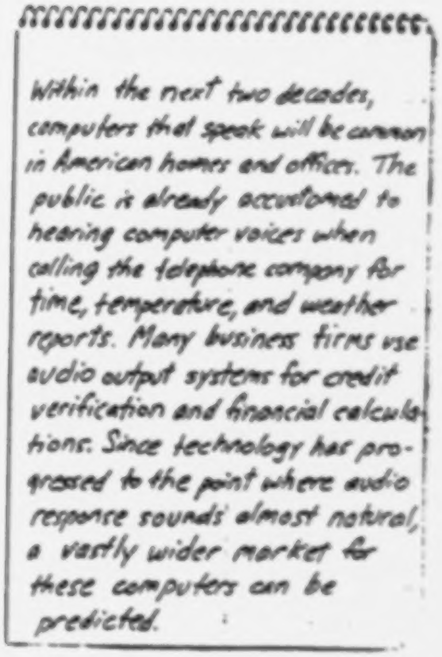
NAME____________________________ DATE________________

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #2
ACTIVITY SHEET #5 J.R.ESL

COMMUNICATIVE TASK: Spelling and verification

Directions: Compare the original and its typewritten copy shown below. Look for spelling and punctuation mistakes. In the space above each line, write the correct spelling of each misspelled word. Add missing punctuation, and cross out those marks that should not be there. The first line has been done for you.



Within the next two decades, computers that speak will be common in American homes and offices. The public is already accustomed to hearing computer voices when calling the telephone company for time, temperature, and weather reports. Many business firms use audio output systems for credit verification and financial calculations. Since technology has progressed to the point where audio response sounds almost natural, a vastly wider market for these computers can be predicted.

next decades speak
Within the nezt two decaeds, computers that sleak will be

comon in American homes and offices. The public is all

ready accustomed to hearing compyter boices when call

the telephone company for time temperature, and

westher reports Many business firms use qudio output

systems for credit verifacation and financial calculations.

Since technology haw progressed to the point where

audio response sound almost natural; a vastly wider

market for these compuers can be perdicted,

NAME____________________ DATE______________

RESOURCE: Real Life Employment Skills, Handel & Angeles.
Scholastic Book Services.

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #2
ACTIVITY SHEET #5 J.R.ESL

COMMUNICATIVE TASK: Spelling and verification

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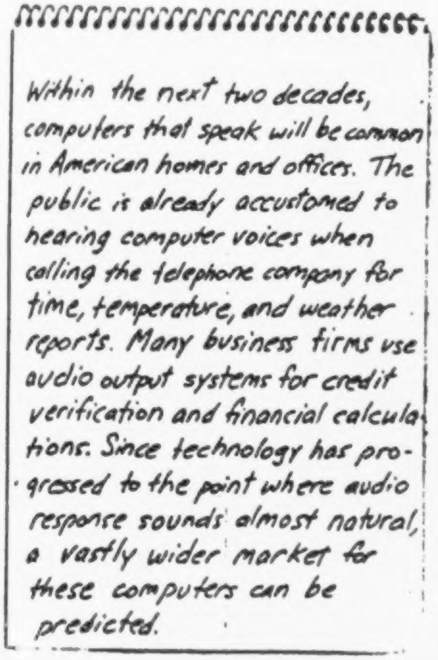

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COMMON
~~comon~~ in American homes and offices. The public is ~~all.~~

ALREADY COMPUTER VOICES CALLING
~~ready~~ accustomed to hearing ~~compyter boices~~ when ~~call~~

the telephone company for time, temperature, and

WEATHER AUDIO
~~westhe~~r reports. Many business firms use ~~qudio~~ output

VERIFICATION
systems for credit ~~verifacatio~~n and financial calculations.

HAS
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COMPUTERS PREDICTED.
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NAME____________________ DATE________________

RESOURCE: Real Life Employment Skills, Handel & Angeles. Scholastic Book Services.

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

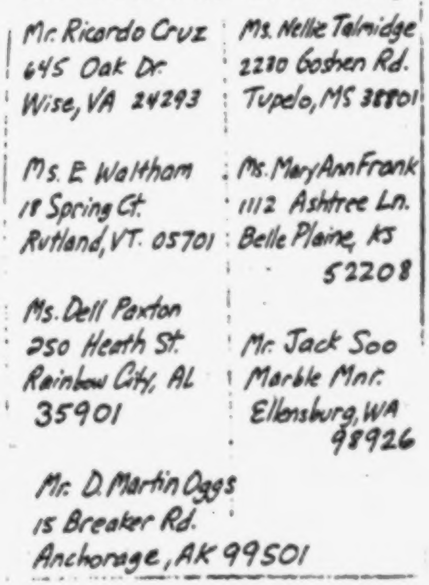
TASK #2
EVALUATION-J.R.ESL

WRITTEN TEST

I. Directions: If the word or word group is divided correctly, write C in the answer column. If the word or word group is divided incorrectly, rewrite it correctly in the answer column.

1. Rita/ H. Martinez ____________
2. self-/reliance ____________
3. they/r'e ____________
4. R and/D ____________
5. e/rased ____________
6. be/gin ____________
7. stopp/ing ____________
8. around ____________
9. bet/ter ____________
10. Chicago, IL/60604 ____________

II. You have typed the following list of addresses from a handwritten page. There are many different kinds of mistakes Find the mistakes and write the corrections in the margin.


Mr. Ricardo Cruz
645 Oak Dr.
Wise, VA 24293

Ms. E. Waltham
18 Spring Ct.
Rutland, VT. 05701

Ms. Dell Paxton
250 Heath St.
Rainbow City, AL
35901

Ms. Nellie Talmidge
2230 Goshen Rd.
Tupelo, MS 38801

Ms. MaryAnn Frank
1112 Ashtree Ln.
Belle Plaine, KS
52208

Mr. Jack Soo
Marble Mnr.
Ellensburg, WA
98926

Mr. D. Martin Oggs
15 Breaker Rd.
Anchorage, AK 99501

Mr. ~~Richardo~~ Cruz Ricardo
645 Oak Dr.
Wise, VA 24293

Mrs. E. Waltham
18 Spring Ct.
Rutlanf, VT 05701

Mr. Martin Oggs
115 Breaker Rd.
Anchorage, AK 99501

Ms. Nellie Talmadge
22-30 Goshen Rd.
Tupelo, Miss. 33801
Ms. Maryanna Frank
112 Ashtree Ln.
Belle Plain, KA 52208

Mr. Jack Soo
Marble Mnr.
Ellenburg, WA 98826

NAME ______________________ DATE ______________

RESOURCES: Word Processing Skills and Applications, Flynn Walls. Reston Publishing Co.
Real Life Employment Skills, Handel & Angeles. Scholastic Book Services

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

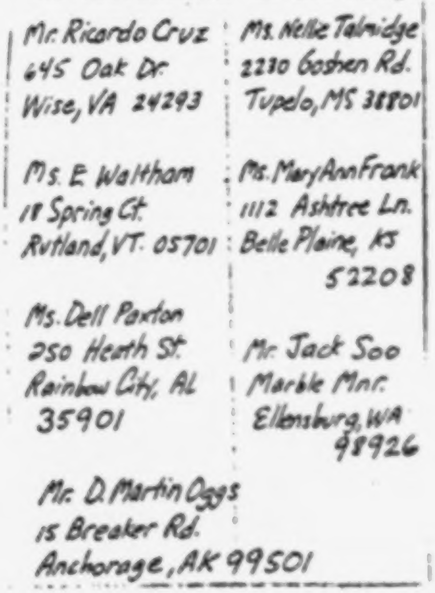
TASK #2
EVALUATION-J.R.ESL

WRITTEN TEST

I. Directions: If the word or word group is divided correctly, write C in the answer column. If the word or word group is divided incorrectly, rewrite it correctly in the answer column.

1.	Rita/ H. Martinez	Rita H./Martinez
2.	self-/reliance	C
3.	they/r'e	theyr'e
4.	R and/D	R and D
5.	e/rased	erased
6.	be/gin	begin
7.	stopp/ing	stop/ping
8.	around	around
9.	bet/ter	C
10.	Chicago, IL/60604	C

II. You have typed the following list of addresses from a handwritten page. There are many different kinds of mistakes Find the mistakes and write the corrections in the margin.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Mrs. E. Waltham
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~~Rutlanf~~, VT 05701 RUTLANd
Ms. Dell Paxton
250 Heath St.
Rainbow City AL
35901
Mr. ~~Martin~~ Oggs D. MARTIN
~~118~~ Breaker Rd. 15
Anchorage, AK 99501

Ms. Nellie Talmadge i
22¦30 Goshen Rd. 2230
Tupelo, ~~Miss.~~ 33801 MS 38801
Ms. ~~Maryanna~~ Frank MARY ANN
~~112~~ Ashtree Ln. 1112
Belle ~~Plain~~, ~~KA~~ 52208 PLAINE KS

Mr. Jack Soo
Marble Mnr.
~~Ellenburg~~, WA ~~98828~~ Ellensburg 98926

NAME____________________ DATE____________________

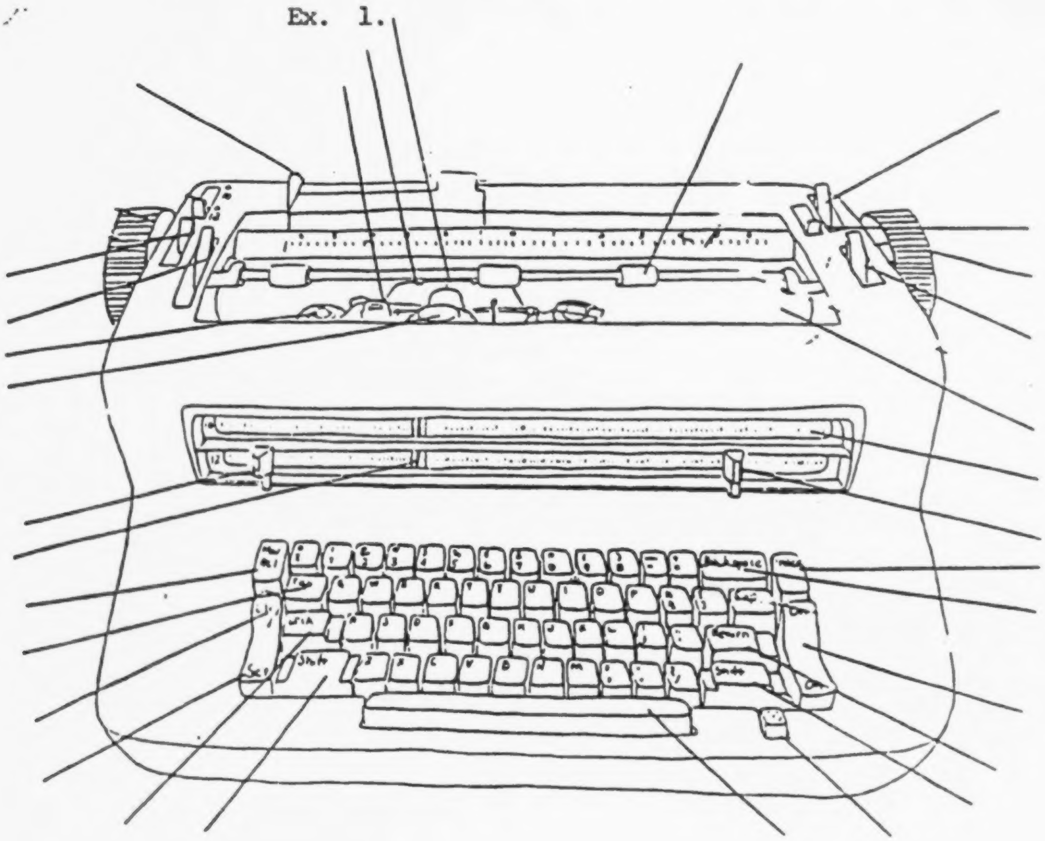
RESOURCES: Word Processing Skills and Applications, Flynn Walls. Reston Publishing Co.
Real Life Employment Skills, Handel & Angeles. Scholastic Book Services

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #2
EVALUATION-VOCATIONAL

WRITTEN TEST: Parts of a typewriter

Directions: Label each part of the typewriter from the list below. Place the number of the part in the space provided. The first one has been done for you.



Ex. 1. Card and envelope holder
2. Aligning scale
3. Ribbon guide
4. Paper guide
5. Spacing release
6. Paper bail release lever
7. Correction tape
8. Margin set
9. Index key
10. Type element
11. Margin set
12. Character position indicator
13. Margin release key
14. Tabulator
15. Tabulator clear
16. Tabulator set
17. Shift lock
18. Backspace key
19. Power switch-on/off
20. Return key
21. Line space regulator
22. Cylinder knob
23. Automatic line finder
24. Cylinder
25. Shift key
26. Correcting key
27. Space bar
28. Paper release lever

NAME____________________________ DATE____________________________

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #2
JOB SHEET #1: CORRECT TYPOGRAPHICAL ERRORS IN A LETTER

PRACTICE

Directions: The attached letter contains 4 word division, 4 spelling and 2 spacing errors. Check and correct the errors and retype the letter.

I. MATERIALS

a. Typewriter
b. 8-1/2 x 11 paper
c. pencil or pen
d. dictionary

II. FORMAT

Full block simplified
Left margin at 20
Right margin at 90

TASK #2
JOB SHEET #1: CORRECT TYPOGRAPHICAL ERRORS IN A LETTER

PRACTICE

ZENITH CORPORATION
611 Forest Road
Staten Island, NY 10302

December 8, 198-

The Carter Prodocts Company
114 Orange Boulevard
Newark, NY 07113

Gentlemen:

Itis good to know that you are taking prompt action in rega-
rd to the subject order. However, we have not yet heard from t-
he trucking firm.

Since you do not wesh us to deal directly with the trucking firm,
we would appreciate your cooperation in getting in touch with them at on-
ce so that we will be abel to plan our summer sales campaign.

As you requested, we are enclosing a photostatic cope of our inv-
oice.

Your helpwill be greatly appreciated.

Very truly yours,

Mark L. Davidson, Manager
Adjustment Department

MLD/xz

Enc.

TASK #2
JOB SHEET #2: CORRECT TYPOGRAPHICAL ERRORS IN A LETTER

EVALUATION

Directions: The attached letter contains 5 word division, 5 spelling and 2 spacing errors. Check and correct the errors and retype the letter.

I. MATERIALS

a. Typewriter
b. 8-1/2" x 11" paper
c. pencil or pen
d. dictionary

II. FORMAT

Indented style
Left margin at 12
Right margin at 77
Set tab at 17 and 45

TASK #2

JOB SHEET #2
EVALUATION

February 5, 1972

James R. Simpson Co.
1025 Gulf Raod
Miami, Florida 33149

Gentlemen:

Some moths ago I started an agency for the representation of various namufacturers. Thanks to the excellent connections which I enjoy with trade outlets in this city, business is progressing very well.

I beleve I could do a good job of distributing your products here. If such a proposition isof interest to you, I would appreciate your letting me know on what terms you would be willing to let me represent you.

I will, of course, be happy to supply you with a list of references as well as any further informationyou may require.

May I hear fron you soon?

Yours very truly,

NAME________________________ DATE________________

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #2

PERFORMANCE TEST

TASK: Correct typographical errors.

Directions: Demonstrate mastery of task by doing the following:

This test evaluates your ability to: correct typographical errors in a letter. You will be given a typed document with 5 word division, 5 spelling and 2 spacing errors. Correct them and retype the document with 100% accuracy.

No.	Your performance will be evaluated using the items below. All must be "YES"	YES	NO
1.	Was correct format used?		
2.	Were all spelling errors found and corrected?		
3.	Were all spacing errors found and corrected?		
4.	Were all word division errors found and corrected?		
5.	Was document free of typographical errors?		
6.			
7.			
8.			
9.			
10.			

Trainee	Date	Attempts	Instructor's Signature

TASK # 3
OPEN, NAME A FILE, KEYBOARD A DOCUMENT AND SAVE THE FILE

TASK #3

RELATED COMMUNICATIVE TASK: Understand directions sequentially stated, identify meanings of signs and symbols.

VOCATIONAL TASK # 3: Open, name a file, keyboard a document and save the file.

PERFORMANCE OBJECTIVE Given an APPLE II Plus microcomputer, program and data file disks, open and name a file and keyboard a handwritten document and save it on the data file disk. A check-list will be used to rate your performance. All items must receive a YES rating.

STEPS AND TECHNICAL KNOWLEDGE	TECHNICAL TERMS		LANGUAGE FUNCTIONS	STRUCTURES
1. 2. 3. 4. SEE ATTACHMENT 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15.	Block Character Command Cursor Data file Delete Directory Document Exit File Justify Program Program Disk Rename Run Scroll Screen	System Replace Text	**COMMUNICATIVE SKILLS** Passive: Reading Comprehension **FUNCTIONS** Identify meanings of symbols and abbreviations Understand directions	Imperatives Subject/verb agreement

TOOLS AND MATERIALS

Program disk
Data file disk
Microcomputer

BACKGROUND KNOWLEDGE

Computer safety rules
Knowledge of microcomputer booting procedure.

SAFETY

Care and handling of disks
Adjust brightness of monitor

ATTITUDES

Concentrate on proper sequence of operation.

LEARNING ACTIVITIES AND RESOURCES

VOCATIONAL

1. LEARNING STRATEGIES
   a. Facilitator demonstrates procedure to open, name and save a file on microcomputer.
   b. Facilitator demonstrates procedure to rename and delete a file.
   c. Practice-participants practice using menus-Activity Sheets.
   d. Hands-on practice (individual) Participants open, name a file, keyboard a document and save the file.
2. EVALUATION - Performance Tests
3. RESOURCES
   Information, Operation, Job and Activity Sheets.

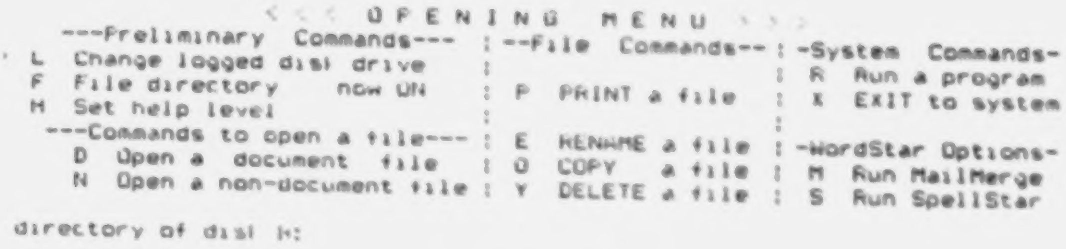
J.R.E.

1. LEARNING STRATEGIES
   a. Facilitator lectures (small group) on Imperatives.
   b. Facilitator lectures on subject/verb agreement.
   c. Participants complete Activity Sheets #1, 1A, 2 and 3.
2. EVALUATION - Performance Test
3. RESOURCES
   a. Facilitator
   b. Activity Sheets

HACER, INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3

INFORMATION SHEET: OPENING MENU



```
                    < < <  O P E N I N G   M E N U  > > >
   ---Preliminary  Commands---  : --File  Commands-- : -System  Commands-
 L  Change logged disk drive    :                    :  R  Run a program
 F  File directory    now ON    :  P  PRINT a file   :  X  EXIT to system
 H  Set help level              :                    :
  ---Commands to open a file--- :  E  RENAME a file  : -WordStar Options-
    D  Open a document  file    :  O  COPY   a file  :  M  Run MailMerge
    N  Open a non-document file :  Y  DELETE a file  :  S  Run SpellStar

directory of disk A:
```

When you load your wordstar program disk, this is the first menu that appears on your screen.

The opening menu has three sections:
1. Preliminary commands - beginning commands.
2. File commands - control the files.
3. System commands - control the program.

1. Preliminary Commands:

L Type L to change disk drive.
EX. Type L b: (changes disk drive from A to B)
F File directory - Shows what files are on the disk.
H Sets the help menu.
Help menu is a reference area which explains the commands
D Opens a document file.
N Opens a non-document file.

2. File Commands:

P Starts the print sequence.
E Rename a file (change the name of a file).
O Copy a file (you can copy a file on the same disk or on to another disk).
Y Delete a file (you use this to erase a file).

3. System Commands:

R Run a program.
X Exit to system, (to leave Wordstar).
M Run mailmerge - operate the mailmerge program.
S Run Spellstar - operate the Spellstar program.

TASK #3

INFORMATION SHEET Page 2

```
                    < < <  O N S C R E E N   M E N U  > > >
-Margins & Tabs-  : -Line  Functions- :  --More Toggles--   :  -Other  Menus-
L Set left margin :C Center text      :J Justify   now OFF  : (from Main only)
R Set right margin:S Set line spacing :V Vari-Tabs now ON   :^J Help   ^K Block
X Release margins :                   :H Hyph-help now OFF  :^Q Quick  ^P Print
I Set  N Clear tab:   ---Toggles---   :E Soft hyph now OFF  :^O Onscreen
G Paragraph tab   :W Wrd wrap now ON  :D Prnt disp now ON   :Space Bar returns
F Ruler from line :T Rlr line now ON  :P Pge break now ON   :you to Main Menu.
```

The Onscreen Menu controls the format (apperance) of your document. _To get the Onscreen Menu press O._ The Onscreen Menu has four sections.

I.	Margins and tabulation.
II.	Line Functions
III.	Toggles
IV.	Other Menus

I. _Margins and Tabs_

L	Sets your left margin	Ex. ^OL 15
R	Sets your right margin	EX. ^OR 65
X	Releases the margins	Ex. ^OX
I	Set a tab	Ex. ^OI 20
N	Clear a tab	Ex. ^ON 20
G	Set a paragraph tab	Ex. ^OG
F	Set a ruler line	Ex. ^OF

II. _Line Functions_

C	Put at center of screen	Ex. ^OC
S	Sets the line space	Ex. ^OS = single space

III. _Toggles_ - Switches to turn features on or off.

W	Wordwrap sets an automatic return.
T	Underlines like a ruler
J	Justify - lines up the right margin
V	Vari-tab - a variable tab
H	Adds hyphens automatically
E	Adds a soft hyphen
D	Gives a print displays
P	Page break - shows you the end of the page

IV. _Other menus_

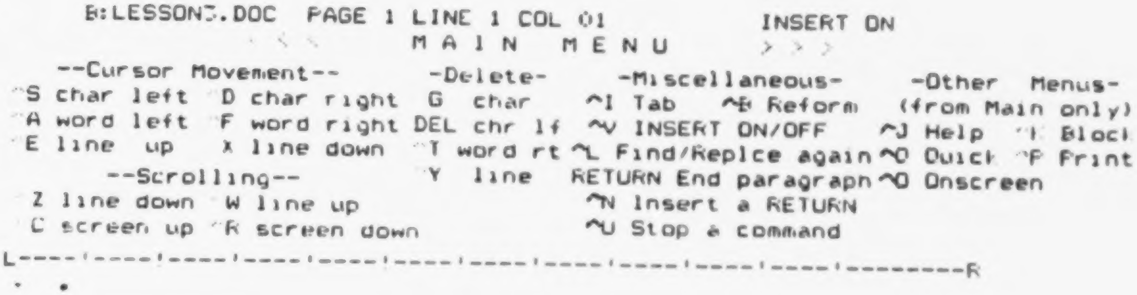
J	Gives you the help menu
Q	Gives you the quick menu
O	Gives you the onscreen menu
K	Gives you the block menu
P	Gives you the print menu

Space bar - hit the space bar and you go back to the main menu.

HACER, INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3
INFORMATION SHEET Page 3

MAIN MENU



```
     B:LESSON3.DOC  PAGE 1 LINE 1 COL 01            INSERT ON
            < < <         M A I N   M E N U       > > >
   --Cursor Movement--        -Delete-      -Miscellaneous-      -Other  Menus-
^S char left  ^D char right  G  char     ^I Tab    ^B Reform  (from Main only)
^A word left  ^F word right DEL chr lf  ^V INSERT ON/OFF     ^J Help   ^K Block
^E line  up   ^X line down  ^T word rt ^L Find/Replce again ^Q Quick  ^P Print
      --Scrolling--         ^Y  line   RETURN End paragraph ^O Onscreen
^Z line down  ^W line up               ^N Insert a RETURN
^C screen up  ^R screen down           ^U Stop a command
L----!----!----!----!----!----!----!----!----!----!----!----!--------R
```

This menu appears on your monitor when you open a file:

The main menu has four sections:
- I. - Cursor movement - controls your cursor and screen.
- II. - Delete - Erasing letters, words and lines.
- III. - Miscellaneous - Format commands.
- IV. - Other menus - Commands you use to go to other menus.

I. Cursor Movements

A. Cursor Commands

^ Means control (you press the control key and the letter that the symbol).

S- Moves the cursor 1 character (letter) left.
D- " " " " " " right.
A- " " " 1 word to your left.
F- " " " 1 word to your right.
E- " " " 1 line up.
X- " " " 1 line down.

B. - Scrolling

Z- Moves the screen 1 line down.
W- Moves the screen 1 line up.
C- Moves the screen up.
R- Moves the screen down.

* You can combine these commands with the command Q.
Q. Means quick.
Ex. QR moves your cursor to the <u>beginning</u> of your file.
QC moves the cursor to the <u>end</u> of your file.

TASK #3
INFORMATION SHEET
Page 4

II. Delete:

G - deletes (erases the character (letter) the cursor is on).
Del - Erases (erases the character to the left)
T - Erases the word to your right.
Y - Erases an entire line.

III. Miscellaneous:

I - Goes to the tabulation.
B - Reform (arranges a passage according to your format instructions).
V - Controls inserts - Ex. to insert (ADD) a word.
L - To find a replace a word or character return- hit the return key to end a paragraph.
N - Insert a return (ADDS a space or ends a line).
U - Stops a command.

IV.Other Menus:

J - Gives you the help menu (information, reference).
K - Gives you the block menu.
Q - Shows you the quick commands.
P - Gives the print menu which controls the printer.
O - Gives the onscreen menu (format).

HACER, INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3
ATTACHMENT
TECHNICAL TERMS

BLOCK:	To set aside a part of your document.
CHARACTER:	A letter, number or symbol.
COMMAND:	A word to which the computer responds immediately. EX: Print, List, Esc.
CURSOR:	A blinking square or a small line, which lets you know where the next character will appear or where a change may be made.
DATA FILE:	A disk containing information.
DELETE:	To erase, to remove.
DIRECTORY:	A list of files on a diskette.
DOCUMENT:	Any text (information) you put on a disk.
EXIT:	To leave EX: Exit WS.
FILE:	Information or program saved on a disk.
JUSTIFY:	To make the text end at the margin.
PROGRAM:	A number of instructions which make the computer perform a task.
PROGRAM DISK:	A diskette which contains the program instructions.
RENAME:	To change the name.
RUN:	A command to start a program.
SCROLL:	Rolling the screen yp or down.
SCREEN:	The monitor display.
SYSTEM:	The computer and its parts.
REPLACE:	To change for another.
TEXT:	Information typed and saved on a computer.

HACER, INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3

ACTIVITY SHEET #1, J.R.ESL

COMMUNICATIVE TASK: Understand directions

A. DIRECTIONS: Using computer terminology for opening, naming and saving a file, write an appropriate verb for each of the following nouns.

EXAMPLE:

NOUN	VERB
Monitor	Turn on

NOUN VERB

1. Monitor ____________________
2. Disk drive covers ____________________
3. File ____________________
4. Program disk ____________________
5. Prompt ____________________
6. Keyboard ____________________
7. Menu ____________________
8. Storage disk ____________________
9. Directory ____________________
10. Cursor ____________________
11. Command ____________________
12. Computer ____________________

NAME ______________________________ DATE ______________

HACER, INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3

ACTIVITY SHEET #1, J.R.ESL

COMMUNICATIVE TASK: Understand directions.

DIRECTIONS: Using computer terminology for opening, naming and saving a file, write the verbs which correspond to the following nouns.

EXAMPLE:	NOUN	VERB
	Monitor	Turn on

	NOUN	VERB
1.	Monitor	(Turn on/Adjust/Look at/Watch)
2.	Disk drive covers	(Open/Close)
3.	File	(Open/Close/Name/Save/Delete/ Rename)
4.	Program disk	(Insert/Take out)
5.	Prompt	(Look for)
6.	Keyboard	(Keyboard/Use/Type
7.	Menu	(Read/Consult)
8.	Storage disk	(Insert/Take out/Format)
9.	Directory	(Read/Consult/Find)
10.	Cursor	(Move)
11.	Command	(Give/Use)
12.	Computer	(Boot/Turn on/Turn off)

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3
ACTIVITY SHEET #1A J.R.ESL

COMMUNICATIVE TASKS: Subject/verb agreement
Imperatives
Sentence conversion

B. DIRECTIONS:
1) Write a complete declarative sentence for each pair of nouns/verbs you combined in ACTIVITY 1
2) Convert the declarative sentences to imperative sentences.

	DECLARATIVE SENTENCE		IMPERATIVE SENTENCE
1.	I turn on the monitor.	1.	Turn on the monitor.
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	
8.		8.	
9.		9.	
10.		10.	
11.		11.	
12.		12.	

NAME______________________ DATE______________

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3
ACTIVITY SHEET #1A J.R.ESL

COMMUNICATIVE TASKS: Subject/verb agreement
Imperatives
Sentence conversion

B. DIRECTIONS:
1) Write a complete declarative sentence for each pair of nouns/verbs you combined in ACTIVITY 1
2) Convert the declarative sentences to imperative sentences.

	DECLARATIVE SENTENCE		IMPERATIVE SENTENCE
1.	I turn on the monitor.	1.	Turn on the monitor.
2.	Ivan closes the disk drive covers	2.	Close the disk drive covers
3.	Sandra deletes the file	3.	Delete the file
4.	Jim takes out the program disk	4.	Take out the program disk
5.	I look for the prompt	5.	Look for the prompt
6.	You type on the keyboard	6.	Type on the keyboard
7.	I consult the program to find the commands	7.	Consult the program
8.	Ines formats a storage disk	8.	Format a storage disk
9.	Carmen displays the directory	9.	Display the directory
10.	I move the cursor up	10.	Move the cursor up
11.	I use a program command	11.	Use a program command
12.	Miquelina turns off the microcomputer	12.	Turn off the microcomputer

NAME____________________ DATE______________

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3
ACTIVITY SHEET #2 J.R.F8L

COMMUNICATIVE TASK: Organizing directions in sequential order

DIRECTIONS: Organize the imperative sentences in sequential order as they would appear if they were part of a list of directions to open, name and save a file. Write the sentences in sequential order on the spaces provided.

1. Turn off main switch.
2. Close disk drive doors.
3. Change disk drive to B:.
4. Pick a name for your file.
5. Open disk drive doors.
6. Switch on the monitor.
7. Insert program disk and data disk.
8. Save your file.
9. Turn on the main switch.
10. Remove program disk and data disk.
11. Open a file.

1. ______________________________.

2. ______________________________.

3. ______________________________.

4. ______________________________.

5. ______________________________.

6. ______________________________.

7. ______________________________.

8. ______________________________.

9. ______________________________.

10. ______________________________.

11. ______________________________.

NAME __________________________ DATE ________________

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3
ACTIVITY SHEET #2 J.R.ESL

COMMUNICATIVE TASK: Organizing directions in sequential order

DIRECTIONS: Organize the imperative sentences in sequential order as they would appear if they were part of a list of directions to open, name and save a file. Write the sentences in sequential order on the spaces provided.

1. Turn off main switch.
2. Close disk drive doors.
3. Change disk drive to B:.
4. Pick a name for your file.
5. Open disk drive doors.
6. Switch on the monitor.
7. Insert program disk and data disk.
8. Save your file.
9. Turn on the main switch.
10. Remove program disk and data disk.
11. Open a file.

1. Open disk drive doors.
2. Insert program disk and data disk..
3. Close disk drive doors.
4. Turn on the main switch.
5. Switch on the monitor.
6. Change disk drive to B:.
7. Open a file..
8. Pick a name for your file..
9. Save your file..
10. Remove program disk and data disk..
11. Turn off main switch..

NAME________________________ DATE________________

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3
ACTIVITY SHEET #3 J.R.ESL

COMMUNICATIVE TASK: Identify meanings of signs and symbols

DIRECTIONS: Match each symbol with the sentence that is closest to its meaning. Place the symbol in the space provided next to the sentence. The first one has been done for you. (Consult the menus on the information sheets)

L
^S
F
^OC
D
^X
E
^OX
O
^D
^B
^OS
Y
P
N
^T
^Y
^O
^K
^U

Ex. 1. Jane changed the disk drive. L

2. Joseph moved the cursor to the left. ______

3. Alice displayed the file directory. ______

4. Carmen centered all titles. ______

5. We opened a document file. ______

6. Joan moved the cursor one line down. ______

7. I renamed that file. ______

8. I released the margins. ______

9. Mary copied your file on my disk. ______

10. Andrew moved the cursor to the right. ______

11. I reformed the paragraph. ______

12. Miguel set the line spacing. ______

13. Bill deleted that document. ______

14. The secretary printed the document. ______

15. We opened a non document file. ______

16. Omar deleted the word to the right. ______

17. Mary deleted the entire line. ______

18. I opened the onscreen menu. ______

19. Noemi displayed the block menu. ______

20. I stopped the command. ______

NAME______________________ DATE______________

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3
ACTIVITY SHEET #3 J.R.ESL

COMMUNICATIVE TASK: Identify meanings of signs and symbols

DIRECTIONS: Match each symbol with the sentence that is closest to its meaning. Place the symbol in the space provided next to the sentence. The first one has been done for you. (Consult the menus on the information sheets)

L
^S
F
^OC
D
^X
E
^OX
O
^D
^B
^OS
Y
P
N
^T
^Y
^O
^K
^U

Ex. 1. Jane changed the disk drive. L

2. Joseph moved the cursor to the left. ^S

3. Alice displayed the file directory. F

4. Carmen centered all titles. ^OC

5. We opened a document file. D

6. Joan moved the cursor one line down. ^X

7. I renamed that file. E

8. I released the margins. ^OX

9. Mary copied your file on my disk. O

10. Andrew moved the cursor to the right. ^D

11. I reformed the paragraph. ^B

12. Miguel set the line spacing. ^OS

13. Bill deleted that document. Y

14. The secretary printed the document. P

15. We opened a non document file. N

16. Omar deleted the word to the right. ^T

17. Mary deleted the entire line. ^Y

18. I opened the onscreen menu. ^O

19. Noemi displayed the block menu. ^K

20. I stopped the command. ^U

NAME ______________________ DATE ______________

HACER, INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3

ACTIVITY SHEET #1 VOCATIONAL

DIRECTIONS: Complete the sentences by filling in the correct Wordprocessing Term.

WORDPROCESSING TERMS:

Block
Character
Command
Cursor
Data File
Delete
Directory
Exit
File
Justify
Program
Program Disk
Rename
Run
Scroll
Screen
System
Replace
Text

1. To __________ is to set aside a part of your document.
2. Information typed and saved on a computer is called __________.
3. A word like (Print, List, Esc.) is called a __________.
4. The computer and its parts are known as the __________.
5. A __________ is a disk containing information.
6. To change the name of a file on a disk is to __________.
7. To make the text end at the right margin is to __________.
8. Any text (information) you put on a disk is called a __________.
9. The __________ is the list of files on a diskette.
10. The __________ is a number of instructions which make the computer preform a task.
11. When you __________ you make the screen go up or down.
12. You __________ when you change for another file.
13. Information saved on a disk is called __________.
14. You __________ when you leave a system.
15. __________ is a comand which starts a program.
16. A __________ is a disk which contains program instructions.
17. The monitor display is called a __________.
18. To erase or remove is to __________.
19. A letter, number or symbol is a __________.
20. A __________ is a blinking square, symbol or line which lets you know where the next character will appear or when a change may be made.

NAME: ______________________________ DATE: ______________________________

HACER, INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3

ACTIVITY SHEET #1 VOCATIONAL

DIRECTIONS: Complete the sentences by filling in the correct Wordprocessing Term.

WORDPROCESSING TERMS:

Block
Character
Command
Cursor
Data File

Delete
Directory
Exit
File

Justify
Program
Program Disk
Rename
Run

Scroll
Screen
System
Replace
Text

1. To (block) is to set aside a part of your document.
2. Information typed and saved on a computer is called (document)
3. A word like (Print, List, Esc.) is called a (command)
4. The computer and its parts are known as the (system).
5. A (data file) is a disk containing information.
6. To change the name of a file on a disk is to (rename).
7. To make the text end at the right margin is to (justify).
8. Any text (information) you put on a disk is called a (file) .
9. The (directory) is the list of files on a diskette.
10. The (program) is a number of instructions which make the computer preform a task.
11. When you (scroll) you make the screen go up or down.
12. You (replace) when you change for another file.
13. Information saved on a disk is called (text) .
14. You (exit) when you leave a system.
15. (Run) is a comand which starts a program.
16. A (program disk) is a disk which contains program instructions.
17. The monitor display is called a (screen).
18. To erase or remove is to (delete).
19. A letter, number or symbol is a (character)
20. A (cursor) is a blinking square, symbol or line which lets you know where the next character will appear or when a change may be made.

NAME: ______________________ DATE: ______________________

HACER, INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3

ACTIVITY SHEET #2 VOCATIONAL

DIRECTIONS: Listed below are Wordstar commands from the "opening menu". Match the commands with the appropriate functions.

FUNCTIONS	ANSWERS	COMMANDS
1. Change logged disk drive	____	^R
2. Run SpellStar	____	^L
3. Shoe file directory	____	^F
4. Exit to system	____	^H
5. Delete a file	____	^D
6. Run a program	____	^N
7. Set help menu	____	^P
8. Open document file	____	^E
9. Start print sequence	____	^O
10. Rename a file	____	^Y
11. Open a non document file	____	^S
12. Run Mailmerge	____	^X
13. Copy a file	____	^M

NAME: ______________________ DATE: ______________________

HACER, INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3

ACTIVITY SHEET #2 VOCATIONAL

DIRECTIONS: Listed below are Wordstar commands from the "opening menu". Match the commands with the appropriate functions.

	FUNCTIONS	ANSWERS	COMMANDS
1.	Change logged disk drive	(^L)	^R
2.	Run SpellStar	(^S)	^L
3.	Shoe file directory	(^F)	^F
4.	Exit to system	(^X)	^H
5.	Delete a file	(^Y)	^D
6.	Run a program	(^R)	^N
7.	Set help menu	(^H)	^P
8.	Open document file	(^D)	^E
9.	Start print sequence	(^P)	^O
10.	Rename a file	(^E)	^Y
11.	Open a non document file	(^N)	^S
12.	Run Mailmerge	(^M)	^X
13.	Copy a file	(^O)	^M

NAME: ______________________ DATE: ______________________

HACER, INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3

ACTIVITY SHEET #3 VOCATIONAL

DIRECTIONS: Match the WordStar functions with the following commands from the Onscreen Menu. (Consult Information Sheet)

WORDSTAR COMMANDS:

OL
OR
OX
OI
ON
OG
OF
OC
OS
W
T
OJ
V
H
E
D
OP
^J
^Q
^O
^K
^P

WORDSTAR FUNCTIONS	WORDSTAR COMMANDS
1. Set the tab	______
2. Set a page break	______
3. Put at center of screen	______
4. Open the help menu	______
5. Show the quick menu	______
6. Set left margin	______
7. Justify	______
8. Set a variable tab	______
9. Set a paragraph tab	______
10. Show onscreen menu	______
11. Set right margin	______
12. Underline	______
13. Add hyphens automatically	______
14. Set line space	______
15. Show the block	______
16. Clear a tab	______
17. Show the print menu	______
18. Set a ruler line	______
19. Add a soft hyphen	______
20. Set an automatic return	______
21. Give a print display	______
22. Release margins	______

NAME: ____________________ DATE: ____________________

HACER, INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3

ACTIVITY SHEET #3 VOCATIONAL

DIRECTIONS: Match the WordStar functions with the following commands from the Onscreen Menu. (Consult Information Sheet)

WORDSTAR COMMANDS:

OL
OR
OX
OI
ON
OG
OF
OC
OS
W
T
OJ
V
H
E
D
OP
^J
^Q
^O
^K
^P

WORDSTAR FUNCTIONS	WORDSTAR COMMANDS
1. Set the tab	(OI)
2. Set a page break	(OP)
3. Put at center of screen	(OC)
4. Open the help menu	(^J)
5. Show the quick menu	(^Q)
6. Set left margin	(OL)
7. Justify	(OJ)
8. Set a variable tab	(^V)
9. Set a paragraph tab	(OG)
10. Show onscreen menu	(^O)
11. Set right margin	(OR)
12. Underline	(^T)
13. Add hyphens automatically	(^H)
14. Set line space	(OS)
15. Show the block	(^K)
16. Clear a tab	(ON)
17. Show the print menu	(^P)
18. Set a ruler line	(OF)
19. Add a soft hyphen	(^E)
20. Set an automatic return	(^W)
21. Give a print display	(^D)
22. Release margins	(OX)

NAME: ______________________ DATE: ______________________

HACER, INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3

ACTIVITY SHEET #4 VOCATIONAL

DIRECTIONS: Match the WordStar functions with the following commands from the Main Menu. (Consult Information Sheet)

WORDSTAR COMMANDS:

^S
^D
^A
^F
^E
^X
^Z
^W
^C
^R
^G
DEL
^T
^Y
^I
^B
^V
^L
^N
^U
^J
^K
^Q
^P
^O

WORDSTAR FUNCTIONS WORDSTAR COMMANDS

1. Move screen line up ______
2. Delete ______
3. Move screen up ______
4. Open onscreen menu ______
5. Move cursor 1 character left ______
6. Display print menu ______
7. Erase character to the left ______
8. Display quick commands ______
9. move cursor 1 line up ______
10. Erase the word to the right ______
11. Move screen 1 line down ______
12. Open block menu ______
13. Open help menu ______
14. Move cursor 1 character right ______
15. Erase entire line ______
16. Stop a command ______
17. Move cursor 1 line down ______
18. Go to the TAB ______
19. Move screen down ______
20. Move cursor 1 word to the left ______
21. Reform ______
22. Controls inserts ______
23. To find and replace a word ______
24. Insert a return ______
25. Move cursor 1 word to the right ______

NAME: ____________________ DATE: ____________________

HACER, INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3

ACTIVITY SHEET #4 VOCATIONAL

DIRECTIONS: Match the WordStar functions with the following commands from the Main Menu. (Consult Information Sheet)

WORDSTAR COMMANDS:

^S
^D
^A
^F
^E
^X
^Z
^W
^C
^R
^G
DEL
^T
^Y
^I
^B
^V
^L
^N
^U
^J
^K
^Q
^P
^O

WORDSTAR FUNCTIONS	WORDSTAR COMMANDS
1. Move screen line up	(^E)
2. Delete	(^G)
3. Move screen up	(^C)
4. Open onscreen menu	(^O)
5. Move cursor 1 character left	(^S)
6. Display print menu	(^P)
7. Erase character to the left	(DEL)
8. Display quick commands	(^Q)
9. move cursor 1 line up	(^E)
10. Erase the word to the right	(^T)
11. Move screen 1 line down	(^Z)
12. Open block menu	(^K)
13. Open help menu	(^J)
14. Move cursor 1 character right	(^D)
15. Erase entire line	(^Y)
16. Stop a command	(^U)
17. Move cursor 1 line down	(^X)
18. Go to the TAB	(^I)
19. Move screen down	(^R)
20. Move cursor 1 word to the left	(^A)
21. Reform	(^B)
22. Controls inserts	(^Y)
23. To find and replace a word	(^L)
24. Insert a return	(^N)
25. Move cursor 1 word to the right	(^F)

NAME: ____________________ DATE: ____________________

HACER, INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3
ATTACHMENT
STEPS AND TECHNICAL KNOWLEDGE
OPEN, NAME AND SAVE A FILE:

1. Obtain operation sheet.
2. Obtain WS program disk and data disk.
3. Open disk drive covers.
4. Insert WS program disk in Disk Drive (A).
5. Insert data disk in Disk Drive (B).
6. Close disk drive covers.
7. Turn monitor switch (on).
8. Turn soft card switch (down).
9. Turn main switch (on).
10. Look for prompt (A) on monitor screen.
11. At prompt, type WS and hit return key.
12. Look at message "Micropro 3.0" on monitor.
13. Hit return key.
14. Find (L) on "No File Menu".
15. Change disk drive, press L on keyboard, hit return key.
16. Type B: Hit return.
17. Find (D) on opening menu, hit D and return key.
18. At prompt "Name of file to Edit", type "my file".
19. Hit return key.
20. Save your file type^KD.
21. Open disk drive covers.
22. Type X to leave WS.
23. Take out WS program disk and data file disk.
24. Turn monitor switch (Off).
25. Turn soft card switch (Up).
26. Turn main switch (off).

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3
ATTACHMENT
STEPS AND TECHNICAL KNOWLEDGE

KEYBOARD A TEXT

1. Obtain operation sheet.
2. Obtain WS program disk and data disk.
3. Open disk drive covers.
4. Insert WS program disk in Disk Drive (A).
5. Insert data disk in Disk Drive (B).
6. Close disk drive covers.
7. Turn monitor switch (on).
8. Turn soft card switch (down).
9. Turn main switch (on).
10. Look for prompt (A) on monitor screen.
11. At prompt, type WS and hit return key.
12. Look at message "Micropro 3.0" on monitor.
13. Hit return key.
14. Find (L) on "No File Menu".
15. Change disk drive, press L on keyboard, hit return key.
16. Type B: Hit return.
17. Find (D) on opening menu, hit D and return key.
18. At prompt "Name of file to Edit", type "my file".
19. Hit return key.
20. Set left margin (OL)
21. Set right margin (OR)
22. Set a Tab (OI)
23. Set line spacing (OS)
24. Keyboard the handwritten Text.
25. Check the keyboarded text against the original for typographical and spelling errors.
24. Save your file Type (KD)
25. Open disk drive covers
26. Type (X) to leave the system.
27. Take out WS program disk and data file disk.
28. Turn monitor switch off.
29. Turn soft card switch (UP)
30. Turn main switch (OFF)

HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK # 3
ATTACHMENT

STEPS AND TECHNICAL KNOWLEDGE
RENAME AND DELETE A FILE

1. Obtain operation sheet.
2. Obtain WS program disk and data disk.
3. Open disk drive covers.
4. Insert WS program disk in drive (A).
5. Insert data disk in drive (B).
6. Close disk drive covers.
7. Turn monitor switch (on).
8. Turn soft card switch (down).
9. Turn main switch (on).
10. Look for prompt (A) on monitor screen.
11. At prompts, type WS and hit return key.
12. Hit return key.
13. Find (L) on "NO file Menu".
14. Press L on keyboard hit return key.
15. Type B: hit return.
16. Find (R) on "Opening Menu".
17. Type R and hit return key.
18. At prompt name of "file to rename", type 1, hit return.
19. At prompt "New file name" type 1A, hit return.
20. Find (Y) on "Opening Menu".
21. Type Y and hit return.
22. At prompt "name of file to delete", type 2, hit return.
23. Leave wordstar system, type x, hit return.
24. Open disk drive covers.
25. Take out WS program disk and data file disk.
26. Turn monitor switch (off).
27. Turn soft card switch (up).
28. Turn main switch (off).

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK # 3

OPERATION SHEET: OPEN,NAME AND SAVE A FILE

I. MATERIALS

a. Microcomputer
b. Monitor
c. Disk drives (2)
d. Key board
e. WS program disk
f. Data file disk

II. PROCEDURE

1. Obtain operation sheet.
2. Obtain WS program disk and data disk.
3. Open disk drive covers.
4. Insert WS program disk in Disk Drive (A).
5. Insert data disk in Disk Drive (B).
6. Close disk drive covers.
7. Turn monitor switch (on).
8. Turn soft card switch (down).
9. Turn main switch (on).
10. Look for prompt (A) on monitor screen.
11. At prompt, type WS and hit return key.
12. Look at message "Micropro 3.0" on monitor.
13. Hit return key.
14. Find (L) on "No File Menu".
15. Change disk drive, press L on keyboard, hit return key.
16. Type B: Hit return.
17. Find (D) on opening menu, hit D and return key.
18. At prompt "Name of file to Edit", type "my file".
19. Hit return key.
20. Save your file type^KD.
21. Open disk drive covers.
22. Type X to leave WS.
23. Take out WS program disk and data file disk.
24. Turn monitor switch (Off).
25. Turn soft card switch (Up).
26. Turn main switch (Off).

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3

OPERATION SHEET: KEYBOARD A TEXT

I. MATERIALS

a. Microcomputer
b. Disk drives (2)
c. Keyboard
d. WS program disk
e. Data file disk

II. PROCEDURE

How to keyboard a text.

1. Obtain operation sheet.
2. Obtain WS program disk and data disk.
3. Open disk drive covers.
4. Insert WS program disk in Disk Drive (A).
5. Insert data disk in Disk Drive (B).
6. Close disk drive covers.
7. Turn monitor switch (on).
8. Turn soft card switch (down).
9. Turn main switch (on).
10. Look for prompt (A) on monitor screen.
11. At prompt, type WS and hit return key.
12. Look at message "Micropro 3.0" on monitor.
13. Hit return key.
14. Find (L) on "No File Menu".
15. Change disk drive, press L on keyboard, hit return key.
16. Type B: Hit return.
17. Find (D) on opening menu, hit D and return key.
18. At prompt "Name of file to Edit", type "my file".
19. Hit return key.
20. Set left margin (OL)
21. Set right margin (OR)
22. Set a Tab (OI)
23. Set line spacing (OS)
24. Keyboard the handwritten Text.
25. Check the keyboarded text against the original
    for typographical and spelling errors.
24. Save your file Type (KD)
25. Open disk drive covers
26. Type (X) to leave the system.
27. Take out WS program disk and data file disk.
28. Turn monitor switch off.
29. Turn soft card switch (UP)
30. Turn main switch (OFF)

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK # 3
OPERATION SHEET: RENAME AND DELETE A FILE

I. MATERIALS

a. Microcomputer
b. Monitor
c. Disk drives (2)
d. Keyboard
e. WS program disk
f. Data file disk

II. PROCEDURE

1. Obtain operation sheet.
2. Obtain WS program disk and data disk.
3. Open disk drive covers.
4. Insert WS program disk in drive (A).
5. Insert data disk in drive (B).
6. Close disk drive covers.
7. Turn monitor switch (on).
8. Turn soft card switch (down).
9. Turn main switch (on).
10. Look for prompt (A) on monitor screen.
11. At prompts, type WS and hit return key.
12. Hit return key.
13. Find (L) on "NO file Menu".
14. Press L on keyboard hit return key.
15. Type B: hit return.
16. Find (R) on "Opening Menu".
17. Type R and hit return key.
18. At prompt name of "file to rename", type 1, hit return.
19. At prompt "New file name" type 1A, hit return.
20. Find (Y) on "Opening Menu".
21. Type Y and hit return.
22. At prompt "name of file to delete", type 2, hit return.
23. Leave wordstar system, type x, hit return.
24. Open disk drive covers.
25. Take out WS program disk and data file disk.
26. Turn monitor switch (off).
27. Turn soft card switch (up).
28. Turn main switch (off).

TASK #3

JOB SHEET: OPEN , NAME AND SAVE A FILE
(PRACTICE)

DIRECTIONS: Using Wordstar on the microcomputer open, name and save a file.

I. MATERIALS

a. Microcomputer
b. Monitor
c. Keyboard
d. Wordstar disk
e. Data disk

II. PROCEDURE *

1. Turn on Microcomputer
2. Boot Wordstar
3. Change disk drives
4. Open a file and call it "Practice"
5. Save the file named "Practice"

* See operation sheet "How to open, name and save a file."

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK # 3

JOB SHEET : KEYBOARD A TEXT

PRACTICE

DIRECTIONS: Keyboard the attached typed text on an APPLE II Plus Microcomputer. You must open a file, name it (PRACTICE) and keyboard the text. Save your file.

I. MATERIALS
   a. Microcomputer
   b. Disk drives (2)
   c. Keyboard
   d. WS program disk
   e. Data file disk

II. PROCEDURE

See operation sheet

III. FORMAT

Set a 60 character line length.
Set left margin at 1.
Set right margin at 60.
Indent paragraghs 5 spaces.
Set a tab at column 6.
Set line spacing for double space.
Double space between paragraghs.

HACER INC/HISPANIC WOMEN's CENTER
BILINGUAL VOCATIONAL TRAINING

TASK # 3
JOB SHEET:KEYBOARD A TEXT
PRACTICE

Your NOA (New Operator Assistant) is another important source of information. We realize that as a new employee, you will have many questions as you begin your new job. To assist you, we will assign a NOA to help you during your first week on the job. As you grow with the company, you will become a NOA to others new employees.

Your employment packet contains a company brochure that lists benefits, off-hour classes, and recreation activities and clubs. The brochure also explains ~~our~~ the company's suggestion award policy--suggestions can bring you personal recognition AND add extra dollars to your paycheck.

Plan for advancement. There are six job levels within the Center. They are defined in the Word/Information Processing Job Description Guide, which is also in your employment packet.

We hope you will find that the Word/Information Processing Center is a friendly and challenging place to work.

TASK #3

JOB SHEET: (PRACTICE) RENAME AND DELETE A FILE

DIRECTIONS: A. Find a file named "Change" on your date disk. Change the name of the file to (your name).

then

B. Delete (erase) the file you have just renamed.

I. MATERIALS

a. Microcomputer
b. Monitor
c. Keyboard
d. Wordstar disk
e. Data disk

II. PROCEDURE

A. Rename a file

1. Turn on microcomputer
2. Boot Wordstar
3. Change disk drives
4. Find file called "Change " on directory rename it (EDUCATION)
5. Save the file

B. Delete a file

1. Find file called "EDUCATION" on directory
2. Delete (erase) the file.

* See operation sheet "How to Delete a File."

HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3

JOB SHEET: OPEN, NAME AND SAVE A FILE

(EVALUATION)

DIRECTION: Using Wordstar on the microcomputer open, name and save a file.

I. Materials

a-Microcomputer

b-Monitor

c-Keyboard

d-Wordstar disk

e-Data disk

II Procedure *

1-Turn on Microcomputer

2-Boot Wordstar

3-Change disk Drives

4-Open a file and call it "TEST"

5-Save the file named "TEST"

* See operation sheet "How to open, name and save a file".

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3

JOB SHEET: KEYBOARD A TEXT

EVALUATION

DIRECTIONS: Keyboard the attached handwritten text on an APPLE II Plus Microcomputer. You must open a file, name it (EVALUATION), and keyboard the text. Save your practice.

I. MATERIALS

a. Microcomputer
b. Disk drives (2)
c. Keyboard
d. WS program disk
e. Data file disk

II. PROCEDURE

See operation sheet

III. FORMAT

Set a 60 character line length.
Set left margin at 1.
Set right margin at 60.
Indent paragraghs 5 spaces.
Set a tab at column 6.
Set line spacing for single space.
Double space between paragraghs.
Underscore the sentence " How to be a Dictator.

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK # 3
JOB SHEET: KEYBOARD A TEXT
EVALUATION

We welcome you as a new member of the staff of the Word/Information Processing (W/IP) Center of Mercury Systems, Inc.

ds 5sp The Word/Information Processing Center was created as a result of Mercury Systems' recent expansion into the word/information processing field. In addition to a top-notch production record, the Word/Information Processing Center is in the company spotlight. The Center has been selected to serve as a model and research center for our research and marketing teams as they continue to provide the very best in both equipment and services.

ds 5sp We are pleased to welcome you as a pioneer in an exciting new field. Our word processing machines perform complicated editing tasks with ease—thanks to the latest efforts of the computer research team.

ds 5sp Keep in mind that the whole company is learning about word/information processing. Special training is given to those who use the Center. For example, authors attend a training course that is humorously called *How to Be a Dictator*. Through this training they learn to follow standards for dictation. You will discover that this makes transcribing an easy job.

ds 5sp The Word/Information Processing Center General Procedures Manual provides a guide for production. Refer to your copy often. You will find that it is a valuable source of information.

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3

JOB SHEET: (EVALUATION) RENAME AND DELETE A FILE

DIRECTIONS:

A. Find a file named "Change" on your data file disk. Change the name of the file to (your name).

then

B. Delete (erase) the file you have just renamed.

I. MATERIALS

a. microcomputer
b. Monitor
c. Keyboard
d. Wordstar disk
e. Data disk

II. PROCEDURE *

A. Rename a File
   1. Turn on microcomputer
   2. Boot Wordstar
   3. Change disk drives
   4. Find file called "Change" on directory rename it (your name).
   5. Save the file

B. Delete a file
   1. Find file called "your name" on directory
   2. Delete (erase) the file.

* See operation sheet "How to Rename and Delete a File."

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3

PERFORMANCE TEST

TASK: Open, Name and Save a file

Directions: Demonstrate mastery of this task by doing the following:

This test evaluates your ability to: Open, Name and Save a file using WordStar. You will be given a program disk and a data file disk. Open a file, Name it and keyboard a document, then save it.

No.	Your performance will be evaluated using the items below. All must be "YES"	YES	NO
1.	Opened disk drive covers?		
2.	Correctly handled floppy disk?		
3.	Inserted program disk in disk drive A?		
4.	Inserted data disk in disk drive B?		
5.	Closed disk drive covers before turning on computer?		
6.	Turned on switches in proper sequence?		
7.	Opened a file?		
8.	Named the file?		
9.	Saved the file?		
0.	Took out floppy disks?		

Trainee	Date	Attempts	Instructor's Signature

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK # 3

PERFORMANCE TEST

TASK: KEYBOARD A TEXT

Directions: Demonstrate mastery of this task by doing the following:

This test evaluates your ability to: Open afile, name it and keyboard a handwritten text on an APPLE II Plus Microcomputer. You will be given a program disk and a data file disk, Open a file, name it, keyboard the text and save it on your data file disk.

No.	Your performance will be evaluated using the items below. All must be "YES"	YES	NO
1.	Opened disk drive covers?		
2.	Correctly handled floppy disks ?		
3.	Correctly inserted program and data file disks?		
4.	Closed disk drive covers before booting?		
5.	Turned on switches in proper sequence?		
6.	Booted WordStarStar programcorrectly?		
7.	Set correct margins and tabulations?		
8.	Set correct line spacing?		
9	Double spaced between paragraghs?		
10	Document was free of typographical and spelling errors?		

Trainee	Date	Attempts	Instructor's Signature

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #3

PERFORMANCE TEST

TASK: Rename and delete a file.

Directions: Demonstrate mastery of this task by doing the following.

This test evaluates your ability to: Rename and delete a file, you you will be given a program disk and a data disk. Rename a file on the disk and delete another file.

No.	Your performance will be evaluated using the items below. All must be "YES"	YES	NO
1.	Opened disk drive covers?		
2.	Correctly handled disks?		
3.	Inserted program disk in drive A?		
4.	Inserted data disk in drive B?		
5.	Closed disk drive covers?		
6.	Booted microcomputer in proper sequence?		
7.	Renamed file #1?		
8.	Deleted file #2?		
9.	Took out floppy disks?		
10.	Turned off microcomputer?		

Trainee	Date	Attempts	Instructor's Signature

TASK #3

PERFORMANCE TEST

TASK: Open, and save a file. Rename and delete a file. Keyboard a text.

This checklist will be used by the JRE instructor to evaluate the participant during the vocational performance.

	YES	NO
1. Were the directions using imperatives understood?		
2. Were the signs and symbols easily identified?		
3.		

Trainee	Date	Attempts	Instructor's Signature

TASK # 4
TYPE, SAVE AND PRINT A MEMORANDUM ON AN APPLE II PLUS MICROCOMPUTER

TASK #4

RELATED COMMUNICATIVE TASK: Understand directions, seek clarification and employ listening skills.

VOCATIONAL TASK: #4 Type, save and print a memorandum on an Apple II Plus microcomputer.

PERFORMANCE OBJECTIVE: Given a handwritten memo with format, type the material, save and print the file with 100% accuracy.

STEPS AND TECHNICAL KNOWLEDGE	TECHNICAL TERMS	LANGUAGE FUNCTIONS	STRUCTURES
1. 2. 3. 4. 5. 6. 7. SEE ATTACHMENT 8. 9. 10. 11. 12. 13. 14. 15.	Format Paragraph Edit First Time Final Column Draft Tabulation Memorandum Single Space Heading Typographical Errors DOS Commands L D WS Commands ESC/ESC OL, OR, ONA, OS, OC, KD	COMMUNICATIVE SKILLS Active: Speaking Passive: Reading Comprehension Listening FUNCTIONS Seeking clarification Understanding directions	Modals (for polite request for clarification) Imperatives (for instructions)

TOOLS AND MATERIALS

DOS Disk
Data Disk
Handwritten Memorandum

BACKGROUND KNOWLEDGE

Knowledge of Microcomputer
Operating System

SAFETY

Care and handling of disks
Knowledge of safety rules

ATTITUDES

Concentrate on speed and accuracy

LEARNING ACTIVITIES AND RESOURCES

VOCATIONAL

1. LEARNING STRATEGIES
   a. Lecture (small group)
      Facilitator instructs participant on parts of memo and memo styles.
   b. Facilitator Demonstrates Commands and procedure for margins, centering line spacing and capitalization.
   c. Participants complete activity sheet.
   d. Hands-on practice (in small group) Participants type a memorandum on a microcomputer.
2. EVALUATION - Performance test
   a. Observation of participants completing task.
   c. Check for correct memorandum.
3. RESOURCES
   a. Information, Operation, Activity and Job Sheets
   b. Facilitator
   c. Communication in Action
   d. Working In English

J.R.ESL

1. LEARNING STRATEGIES
   a. Facilitator demonstrates how to use modals polite request for clarification using example dialogue sheet.
   b. Trainees read handwritten draft of memo and ask for clarification of handwriting. Facilitator extracts these questions and writes them on blackboard.
      1. Write correct sentences corresponding to ends of sentences-Activity #1.
      2. Write imperatives for commands-Activity #2.
      3. Seek clarification using modals-Activity #3
      4. Put sentences in order-Facilitator Worksheet and Activity Sheet #4.
2. EVALUATION
   Performance Test
3. RESOURCES
   a. Activity Sheets   b. Facilitator

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK # 4
INFORMATION SHEET: WORDSTAR BASICS

RESOURCE: WORDSTAR TRAINING GUIDE
MicroPro International Corporation
1299 Fourth Street
San Raphael, California 94901

HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

INFORMATION SHEET
Page 1

Starting Your Computer

The following are the approximate steps you must take to start up your computer. The steps are not the same for all machines, so there may be some differences between the steps shown here and the steps required for your computer.

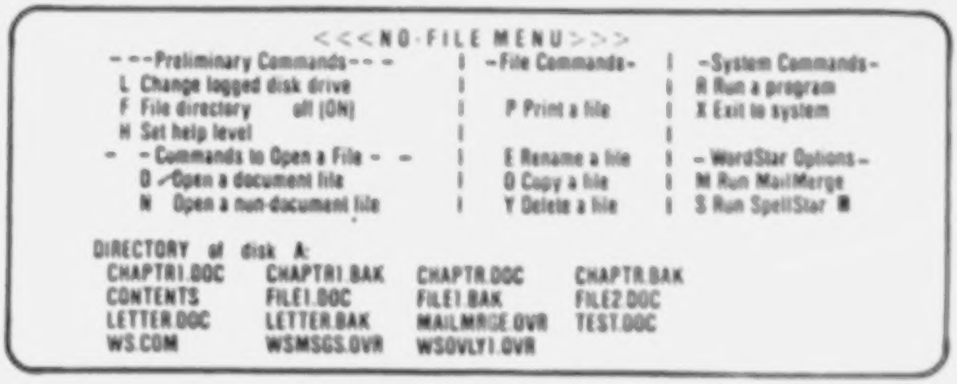
1. Turn on the start switch (or turn the start key)
2. Press the RESET button (not all machines require this step)
3. Press the space bar (not all machines require this step)
4. Insert your diskettes:
   a. Insert the WordStar diskette (a boot diskette containing an installed WordStar) into the first drive (usually called drive a.)
   b. Insert your work diskette into the second drive (usually called drive b.) if required.
5. Type b (for boot) after the question mark (?). (Underlining indicates an entry item in this guide.)

Take a moment right now to ask someone for the exact procedures for your machine, and write them down for reference. Later you will type them using WordStar.

Starting WordStar

Now start WordStar by following these steps:

1. After the screen prompt A>, type ws (for WordStar) and press RETURN. (With some systems, you may type something a little different.)
   a. First you will see the MicroPro copyright message for a few seconds.
   b. Then you will see a list (or menu of commands entitled "editing n file," with a directory under it. Th is about how your screen should look.



```
                    <<<NO-FILE MENU>>>
---Preliminary Commands---        | -File Commands-   | -System Commands-
 L Change logged disk drive       |                   | R Run a program
 F File directory     off (ON)    |   P Print a file  | X Exit to system
 H Set help level                 |                   |
-  -Commands to Open a File-  -   |   E Rename a file | - WordStar Options -
   D ✓Open a document file        |   O Copy a file   | M Run MailMerge
   N   Open a non-document file   |   Y Delete a file | S Run SpellStar █

DIRECTORY  of  disk  A:
 CHAPTR1.DOC     CHAPTR1.BAK     CHAPTR.DOC      CHAPTR.BAK
 CONTENTS        FILE1.DOC       FILE1.BAK       FILE2.DOC
 LETTER.DOC      LETTER.BAK      MAILMRGE.OVR    TEST.DOC
 WS.COM          WSMSGS.OVR      WSOVLY1.OVR
```

Typical "editing no file" Display

If required, type l to request to change the logged disk drive. (This will be required if the WordStar programs are on one disk and your document files are on another.)

   a. When the prompt NEW LOGGED DISK DRIVE (letter, colon, RETURN)? appears, type b and press RETURN. (In some cases, you may type c or d.)
   b. The "editing no file" menu will return with the same list of commands (but a different directory).

3. This time press D to "create or edit a Document file" (the explanation is in the upper left-hand corner).

When the prompt NAME OF FILE TO EDIT? appears, type the name of your file (say, Practice) and press RETURN.

opping WordStar

After you have finished typing (for now, ew lines for practice should be enough), u can stop WordStar as follows:

1. While holding down the CTRL key with one finger, type KD with another. This will save your document file and return you to the "editing no file" menu.

When the "editing no file" menu appears, press X.

WordStar will stop and you will see B (or ething similar) somewhere on the en - his means that the operating system is now running. Your operating system allows you to copy files, delete f, and check your work space. See the nual on your operating system to learn how to perform these functions.

o return to WordStar from your o rating system, see "Starting WordStar" earlier in this lesson.

Stopping Your Computer

If you plan to be away from the machine for a while, you may want to turn the computer off completely. Here is how to do this:

1. When the B> prompt appears, release each of the diskettes. (Never leave diskettes running in the machine while you are away.)
2. Store the diskettes in a safe place until you are ready to return to your machine.
3. If appropriate, turn off the switch (or key) on your machine. (This may not be good for some machines, so check with your supervisor before doing this.)

Help from WordStar

Whenever WordStar is running, you will never be lost for long. If you don't remember which key to push, WordStar will remind you. For example, as soon as you enter WordStar, the "editing no file" display is there to tell you which keys you can push. (By the way, if you push the wrong one, the worst thing that can happen is that you will get something different from what you were expecting. The scene depicted below is not likely to take place.)

Right now let's take a quick look at the other menus that WordStar displays for you. To see these menus, you will have to start WordStar and create a document file:

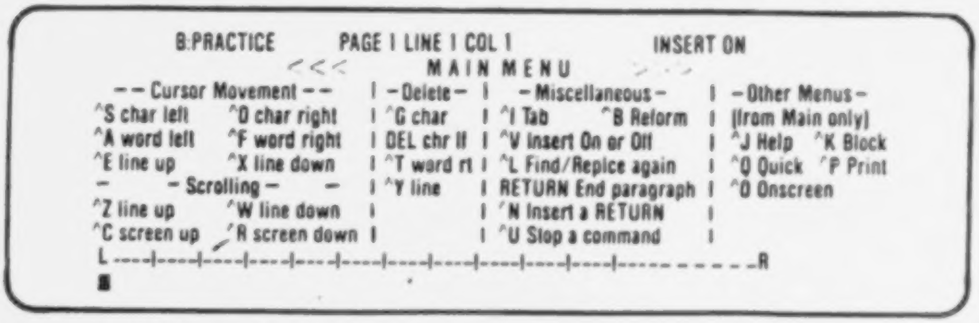
1. With the "editing no file" menu on the screen, press D to create a document file.
2. When the prompt NAME OF FILE TO EDIT? appears, type Practice and press RETURN.
3. After several messages come and go on the screen (WAIT, NEW FILE), the lower half of the screen will be cleared and the new file will be ready. This is how the screen should look.
4. While holding down the CTRL key with one finger, type J to see the Help Menu. (Just remember, J stands for help. Note: This is a joke; there is no J in "help.")
   a. When the Help Menu appears, look it over, then press R to read about the ruler line.
   b. After taking a look, press the space bar to return to the Main Menu.

Help Levels

You also have a choice in how much help you want WordStar to give you:

- All the help I can get (level 3)
- A lot of help (level 2)
- A little help (level 1)
- No help (level 0)

When you first start WordStar, you get help level 3 automatically. You will probably want to stay with level 3 through this entire course. However, at the end of the booklet, we'll talk about how you can switch to a lower help level when you're ready. Less help usually means more screen area to work with.



```
         B:PRACTICE        PAGE 1 LINE 1 COL 1                 INSERT ON
                      <<<         M A I N  M E N U         >>>
  -- Cursor Movement --      | -Delete- |   -Miscellaneous-      | -Other Menus-
^S char left   ^D char right | ^G char  | ^I Tab      ^B Reform  | (from Main only)
^A word left   ^F word right | DEL chr lf| ^V Insert On or Off    | ^J Help   ^K Block
^E line up     ^X line down  | ^T word rt| ^L Find/Replce again   | ^Q Quick  ^P Print
-      - Scrolling -       - | ^Y line  | RETURN End paragraph   | ^O Onscreen
^Z line up     ^W line down  |          | ^N Insert a RETURN     |
^C screen up   ^R screen down|          | ^U Stop a command      |
L----!----!----!----!----!----!----!----!----!----!----!----!---------R
■
```

The Main Menu

a. The very top line is called the **status line** and tells you the name of your document (B:PRACTICE, file "Practice" on disk drive B:), your current page, line, and column number, and other information (INSERT ON is one example).

b. The next eight lines give the Main Menu itself. (All you need to do now is just glance over it.)

c. The tenth line of the display, with L on the left and R on the right, is called the **ruler line.** This tells you where your margins and tabs are currently set:
   (1) L marks the left margin.
   (2) R marks the right margin.
   (3) Each ! marks a regular tab setting.
   (4) Each # marks a decimal tab setting.

5. While holding down the CTRL key with one finger, type Q to see the Quick Menu. (Press the space bar when you are ready to return to the Main Menu.)
6. Repeat Step 5 with the other letters to see the rest of the menus:
   a. K — Block Menu
   b. O — Onscreen Formatting Menu
   c. P — Print Menu
7. While holding the CTRL key with one finger, type KQ with another to release and discard the file.

Any time you push one of these keys to begin a WordStar function, if you wait a few moments, the menu will appear to help you.

Selecting a WordStar Function

If you want to select a function on a typewriter (set a margin, clear a tab, and so on), there is usually one key designated for the function. With WordStar you select some functions with a single keystroke, just the way you would select a typewriter function. (With WordStar, it will be a letter key like D, rather than a special function key like TAB.) Other functions you select by pressing a combination of keys.

There are also a number of functions related to printing that you select by a third method. This method will be described in the Extended Course (Lessons 13-18).

Inserting and deleting text

In Lesson 4 you learned how to move the cursor in any direction either a short distance or a longer distance. In this lesson you will learn how to add to and delete from text you have already typed. First we need a file to work with:

1. When the "editing no file" menu appears on your screen, press D to open a document file.
2. Take a moment to look at the information on the screen.
3. In response to the prompt NAME OF FILE TO EDIT?, type Letter and press RETURN.

Inserting a New Paragraph

Now that the file is open, use the cursor motion keys you have learned to move the cursor to the blank line above "Sincerely" near the end of the letter. Now follow these steps:

1. Look at the upper right-hand corner of the screen and make sure you see "INSERT ON" on the status line. If you don't, press CTRL V (^V) to make it appear.
2. Press the RETURN key. Since automatic insertion is on, this will create an extra blank line above "Sincerely."
3. Now type the following additional paragraph exactly the way you see it:

> **One item 3we have to be sure to cover when we get together is is that plant we have over in Burbank.**
> **that plant we have over in Burbank. RETURN**

4. Press CTRL KS (^K^S) to save your file.
5. When the text reappears, press CTRL QP (^Q^P) to return to the place where you left off last time.

As you can see, WordStar inserts the text a character at a time while you type. The first RETURN creates a blank line for you to begin typing. With this one blank line as a starting-point, you can type as much text as you like. The RETURN at the end is to create a blank line between the new paragraph and "Sincerely." There are several mistakes in the text to be corrected later. But first you are going to insert more sentences.

Inserting New Sentences

Now press CTRL A to return to the end of the previous line, leave two spaces after the period, and add these sentences to the paragraph you have just typed: "I need to hear what you think about this. Maybe there's more to this than we realized. Keep in touch." The paragraph should now look like this:

> **One item 3we have to be sure to cover when we get together is is that plant we have over in Burbank.**
> **that plant we have over in Burbank. I need to hear what you think about this. Maybe there's more to this than we realized. Keep in touch.**

With WordStar, once you have found your place, there is no difference between adding a character, a word, a sentence, or even more. Just make sure the INSERT ON message is on the screen and start typing.

Deleting a Character

CTRL G

The first mistake we need to correct is the 3 in front of "we" in the first line of the new paragraph.

1. Use the cursor motion keys to position the cursor over the 3 in "3we."
2. Press CTRL G (^G) to delete the 3.

CTRL G (^G) deletes one character at a time. If you want to delete more than just a single character, you can use other keys.

Recovering from Errors

Suppose you select a WordStar function and then find that you actually wanted another function. WordStar allows you to interrupt the undesired function in the following way:

1. While holding down the CTRL key with one finger, press U with another.
2. When you see the screen prompt "*** INTERRUPTED *** Press ESC Key," press the ESCAPE key (often labeled ESC).
3. Now you are free to select another function.

Suppose you open a file and discover that it isn't the file you wanted. Or suppose you open the right file, but make some mistakes that are so hard to correct that it would be easier to start from the beginning. In either case, WordStar allows you to abandon the file and make another selection:

1. While holding down the CTRL key with one finger, type KQ with your other fingers.
2. If you have done any typing or made any changes in the file, the following message will appear on the screen: ABANDON EDITED VERSION OF FILE [name of file]? (Y/N)
    a. Type Y if you are sure you want to abandon the file and there is no reason to save it.
    b. Type N if you change your mind and decide to save the file after all.
3. The file you had open will be abandoned and you are now free to open another file (or the same one again).

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Moving the cursor

In Lesson 3 you found that certain keys can be used to move the cursor from one place on the screen to another. In this lesson you are going to take a closer look at all the different ways of moving the cursor.

Moving the Cursor One Position

We begin by moving the cursor one position at a time. But first we have to have an open document file to work with. Follow these steps to re-open the file you named Letter.

When the "editing no file" menu appears on your screen, press D.

In response to the prompt NAME OF FILE TO EDIT?, type Letter and press RETURN.

Now the status line, the main menu, and the ruler line will appear in the upper half of the screen, with the first fourteen lines of your letter in the lower half. If you turned off the computer after the last chapter, you'll have to reset the ruler line(margins) for the "Letter" file.

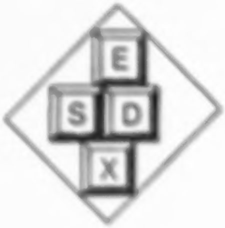
4. While holding down the CTRL key with one finger, type C with another (for short, "Press CTRL C"). This will move the cursor down to line 12 (to the left of "with").

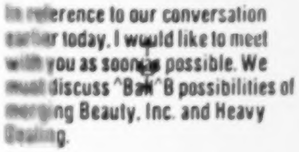
Press CTRL F five times to move the cursor across to the a in the second "as."

Now that the cursor is located in the middle of a paragraph, you can try moving the cursor around one position at a time.

1. Press CTRL D to move one position to the right.
2. Press CTRL E to move up one position (one line).
3. Press CTRL S to move one position to the left.
4. Press CTRL X to move down one position (one line).
5. Press these keys several more times, in any order.

Look at the arrangement of these four keys (D, E, S, and X) on your keyboard. Note that they form an approximate diamond shape. These four keys make up what we call the "cursor control diamond." Any time you hold down the CTRL key and press one of these keys, you move the cursor one position.

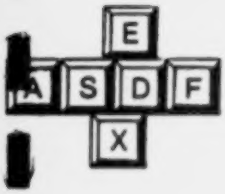



In reference to our conversation earlier today, I would like to meet with you as soon as possible. We must discuss ^B an ^B possibilities of merging Beauty, Inc. and Heavy Dealing.

Moving the Cursor One Word

Return the cursor to the a in "as" and press CTRL F several times. Continue pressing CTRL F until the cursor reaches the end of the paragraph. Now press CTRL A several times. Continue pressing CTRL A until the cursor is back at the beginning of the paragraph.

As you look at your keyboard and the following illustration, you can see that these two keys (A and F) are also part of the "cursor control diamond." These keys move the cursor one word at a time in one direction or the other. As you just noticed, they continue moving from one line of text to another.

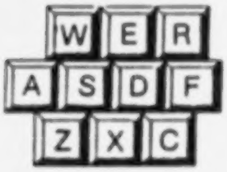


In reference to our conversation earlier today, I would like to meet with you as soon as possible. We must discuss ^Ball^B possibilities of merging Beauty, Inc. and Heavy Dealing.

Scrolling

At your location near the end of the letter, press CTRL W several times. The cursor will not move (unless it is on the very bottom line of the screen), but the entire display will move down one line for each CTRL W. Now press CTRL Z a few times, and watch the display move up. This is called scrolling.

Looking at your keyboard and the following illustration, you can see that these two keys (W and Z) are also part of the "cursor control diamond." The E, S, X, and D keys make up the "inner diamond," while the W, A, Z, C, F, and R keys make up the "outer diamond."

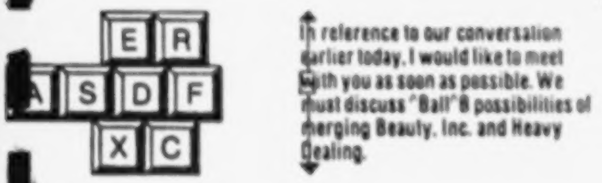


In reference to our conversation earlier today, I would like to meet with you as soon as possible. We must discuss ^Ball^B possibilities of merging Beauty, Inc. and Heavy Dealing.

Moving the Cursor One Screen

If the cursor is still on the I in "In," press CTRL X twice to move it down one line to the w in "with." Now at this location press CTRL R. The cursor should jump all the way up to the J in "July." Now press CTRL C to return. Press CTRL C again to move the cursor down to the J in "Jim Winters."

Looking at your keyboard and the following illustration, you can see that these two keys (R and C) are also part of the "cursor control diamond." These keys move the cursor up or down a distance of one screen. (Actually, it's about three-fourths of one screen—eleven lines of text when fourteen are displayed.)



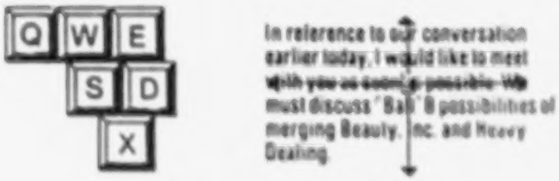
In reference to our conversation earlier today, I would like to meet with you as soon as possible. We must discuss "Ball"® possibilities of merging Beauty, Inc. and Heavy Dealing.

Moving to the Edges of the Text Area

Using the cursor motion keys you have learned, move the cursor back to the word "as" in "as possible." Now hold down the CTRL key and press QS. (A shorter way of saying it is, "Press CTRL QS.") CTRL Q is the "quick" key, which makes things happen faster. So when you press CTRL QS, the cursor moves quickly to the left side of the screen. Now press CTRL QD and watch the cursor move to the right margin.

Next, press CTRL QE, and watch the cursor move to the top of the text area. Finally, press CTRL QX (or QX for short) and watch the cursor return.

As you have probably noticed already, the four keys you have been using with CTRL Q (E, S, X, and D) are the four keys of the cursor control diamond. Without CTRL Q, they move the cursor only one position in any of four directions; with CTRL Q, they move the cursor to the edge of the text area in any direction.

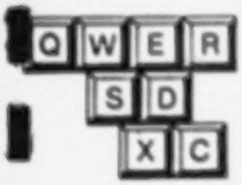


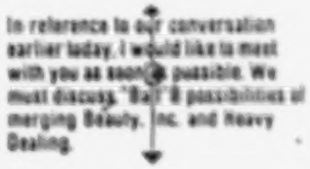
In reference to our conversation earlier today, I would like to meet ~~with you as soon as possible. We~~ must discuss "Ball"® possibilities of merging Beauty, Inc. and Heavy Dealing

Moving to Either End of Your File

Using the keys you have learned, move the cursor back to the middle of the first paragraph of the letter (to the "as" in "as possible"). Now press CTRL QR (^Q^R), and watch the cursor move up to the first line. Next, press CTRL QC (^Q^C) and watch the cursor move down to the end of the file.

Once again, these two keys (R and C) are part of the cursor control diamond. Without CTRL Q (^Q), they scroll up or down a distance of one screen (actually, three-quarters of a screen); with CTRL Q (^Q), they move the cursor either up to the beginning of the file or down to the end of the file.





In reference to our conversation earlier today, I would like to meet with you as soon as possible. We must discuss the possibilities of merging Beauty, Inc. and Heavy Dealing.

Note that CTRL QR (^Q^R) will move the cursor to the beginning of the file, regardless how large the file. However, if you have a very large file and you want to return to the beginning of the file quickly, press CTRL KS (^K^S) instead. This will save a copy of your file and move the cursor to the beginning much faster than CTRL QR (^Q^R).

Repeating a Function

CTRL Q Q key

WordStar allows you to repeat any function (or any keystroke) many times without having to keep pressing the keys. Since this is a lesson on cursor motion, let's use a cursor motion function as an example.

1. Press CTRL QR (^Q^R) to move the cursor to the beginning of the file.
2. Press CTRL QQF (^Q^Q^F) to start the cursor moving through the text a word at a time.
3. After watching the cursor move for a while, press the space bar to stop it.

You have seen CTRL Q (^Q) used with various other keys to give you various "quick" functions. When you press CTRL Q twice, followed by a third keystroke (CTRL F in the example above), this tells WordStar to keep repeating this keystroke until you press the space bar. Try Steps 2 and 3 again, only use CTRL QQA (^Q^Q^A) in Step 2 this time. This will start moving the cursor backwards a word at a time.

Saving Your File

Early in this guide, you learned that WordStar operates in your computer and that your files are stored on diskettes. About every half hour or so, you should save a copy of the file you are working on. Then WordStar will transfer your most recent changes to diskette, where they will be stored (and where they will be safer). In this lesson you have not really made any changes to your file (Letter), so this will be just for practice.

While holding down the CTRL key, type KD. (Another way of saying this is, "Press CTRL KD." A third way of saying it is, "Press ^K^D.") WordStar will save your file on diskette and return to the "editing no file" menu.

You pressed CTRL KD this time because you were finished with the file. But other times, when you plan to save your file and then make more changes to it, CTRL KS (^K^S) is a little faster.

Again, as a caution, computers rely on electrical power, and electrical power can fail or fluctuate. So protect you files by saving them. Save them often during a typing session, and always save them at the end of a session. Never leave an unsaved file unattended while you are away from the keyboard.

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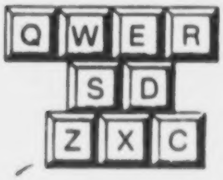
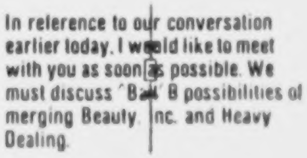
Continuous Scrolling

From the current location of the cursor at the end of the file, press CTRL QW (^Q^W), and watch the screen begin scrolling down (while the cursor moves up to stay on the screen). You can stop the scrolling at any time by pressing CTRL Q again or by pressing the space bar. If you press CTRL QZ (^Q^Z), the text will begin scrolling up.

These two keys (W and Z) once again complete the cursor control diamond. Without CTRL Q, these keys scroll only one line either up or down; with CTRL Q, these keys scroll continuously.





In reference to our conversation
earlier today. I would like to meet
with you as soon as possible. We
must discuss ´Ba[illegible]´ B possibilities of
merging Beauty, Inc. and Heavy
Dealing.

Inserting and deleting text

In Lesson 4 you learned how to move the cursor in any direction either a short distance or a longer distance. In this lesson you will learn how to add to and delete from text you have already typed. First we need a file to work with:

When the "editing no file" menu appears on your screen, press D to open a document file.

Take a moment to look at the information on the screen.

3. In response to the prompt NAME OF FILE TO EDIT?, type Letter and press RETURN.

Inserting a New Paragraph

Now that the file is open, use the cursor motion keys you have learned to move the cursor to the blank line above "Sincerely" near the end of the letter. Now follow these steps:

Look at the upper right-hand corner of the screen and make sure you see "INSERT ON" on the status line. If you don't, press CTRL V (^V) to make it appear.

2. Press the RETURN key. Since automatic insertion is on, this will create an extra blank line above "Sincerely."
3. Now type the following additional paragraph exactly the way you see it:

One item 3we have to be sure to cover when we get together is is that plant we have over in Burbank. that plant we have over in Burbank. RETURN

4. Press CTRL KS (^K^S) to save your file.
5. When the text reappears, press CTRL QP (^Q^P) to return to the place where you left off last time.

As you can see, WordStar inserts the text a character at a time while you type. The first RETURN creates a blank line for you to begin typing. With this one blank line as a starting-point, you can type as much text as you like. The RETURN at the end is to create a blank line between the new paragraph and "Sincerely." There are several mistakes in the text to be corrected later. But first you are going to insert more sentences.

Inserting New Sentences

Now press CTRL A to return to the end of the previous line, leave two spaces after the period, and add these sentences to the paragraph you have just typed: "I need to hear what you think about this. Maybe there's more to this than we realized. Keep in touch." The paragraph should now look like this:

One item 3we have to be sure to cover when we get together is is that plant we have over in Burbank. that plant we have over in Burbank. I need to hear what you think about this. Maybe there's more to this than we realized. Keep in touch.

With WordStar, once you have found your place, there is no difference between adding a character, a word, a sentence, or even more. Just make sure the INSERT ON message is on the screen and start typing.

Deleting a Character

CTRL G

The first mistake we need to correct is the 3 in front of "we" in the first line of the new paragraph.

1. Use the cursor motion keys to position the cursor over the 3 in "3we."
2. Press CTRL G (^G) to delete the 3.

CTRL G (^G) deletes one character at a time. If you want to delete more than just a single character, you can use other keys.

Deleting a Word

CTRL T

The next mistake to correct is the extra "is" in the second line of the new paragraph.

1. Position the cursor over the i in the first "is."
2. Press CTRL T (^T) to delete the word.

CTRL T (^T) deletes one word at a time. This includes the space that follows the word; it also includes any punctuation that may follow the word.

Deleting a Line

CTRL Y

The third mistake to correct is the line that was typed twice.

1. Position the cursor anywhere in one of the extra lines.
2. Press CTRL Y (^Y) to delete the line.

CTRL Y (^Y) deletes one line of text from your file. There are also ways to delete part of a line.

Deleting to the Left

CTRL Q DEL

Next, we'll delete the rest of the unwanted sentence, which is on the sixth line of the paragraph.

1. Move the cursor to the K in "Keep."
2. Press CTRL Q DEL (^Q^DEL) to delete "than we realized." (On some keyboards, DEL (DELETE) is called RUBOUT.)

CTRL Q DEL (^Q^DEL) deletes from in front of the cursor to the beginning of the same line (to the left). The character on which the cursor is resting is not deleted. This is how your new paragraph should look now.

> **One item we have to be sure to cover when we get together is that plant we have over in Burbank. I need to hear what you think about this.**
>
> **Keep in touch.**

These deletions have left both margins a little ragged. In a moment, we'll take care of that. Right now we are going to consider ways of inserting and deleting blocks of text that you have already typed.

Deleting to the Right

CTRL Q Y

The next correction to make is to delete the sentence, "Maybe there's more to this than we realized." We can't use CTRL Y here because the sentence isn't on a line by itself. So we'll begin with the part on the fifth line of the paragraph.

1. Move the cursor to the M in "Maybe."
2. Press CTRL QY (^Q^Y) to delete "Maybe there's more . . ."

CTRL QY (^Q^Y) deletes from where the cursor is located to the end of the same line (to the right). The character on which the cursor is resting is deleted. As you might have guessed, you can also delete to the left.

Copying a Paragraph

CTRL K C

Suppose that after looking at your letter, you discover that you have typed this new paragraph in the wrong location. It really belongs between the other two paragraphs. WordStar allows you to copy the entire paragraph to the new location.

1. Mark the beginning of the paragraph.
   a. Move the cursor to column 1 of the line above your new paragraph (the line above "One item . . .").
   b. Press CTRL KB (^K^B) to mark the beginning of the block of text you are going to copy. (You will see <B> appear in front of the cursor.)
2. Mark the end of the paragraph.
   a. Move the cursor to column 1 of the line below your new paragraph (the line below "Keep in touch.").
   b. Press CTRL KK (^K^K) to mark the end of the block of text you are going to copy. (Either the block will become highlighted or <K> will appear.)
3. Copy the paragraph to the new location:
   a. Move the cursor to column 1 of the line between the other two paragraphs (the line above "Please call . . .").
   b. Press CTRL KC (^K^C) to copy the marked paragraph to the new location.

Deleting a Paragraph

CTRL K Y

Now you are going to go back and delete the paragraph from the old location.

1. Mark the beginning of the paragraph:
   a. Move the cursor to column 1 of the line above the paragraph (the line above "One item").
   b. Press CTRL KB (^K^B) to mark the beginning of the block of text you are going to delete. (You will see <B> appear in front of the cursor.)
2. Mark the end of the paragraph.
   a. Move the cursor to column 1 of the line below the paragraph (the line below "Keep in touch.").
   b. Press CTRL KK (^K^K) to mark the end of the block of text to be deleted. (Either the block will become highlighted or <K> will appear.)
3. Press CTRL KY (^K^Y) to delete the marked paragraph.

You don't have to copy a block of text from one location to another and then go back to the old location to delete. This has just been for the practice. WordStar has another feature that moves text from one location to another without leaving a copy behind at the old location.

Moving a Paragraph

CTRL K V

After looking at your letter for a while, you decide that the new paragraph you've inserted really belongs at the end as a postscript. You can move the paragraph to the end of the letter with one command after marking it:

1. Mark the beginning of the paragraph
   a. Move the cursor to column 1 of the line above the paragraph (the line above "One item . . .")
   b. Press CTRL KB (^K^B) to mark the beginning of the block of text you are going to move. (You will see <B> appear in front of the cursor.)
2. Mark the end of the paragraph:
   a. Move the cursor to column 1 of the line below the paragraph (the line below "Keep in touch.").
   b. Press CTRL KK (^K^K) to mark the end of the block of text you are going to move. (Either the block will become highlighted or <K> will appear.)
3. Move the paragraph to the new location:
   a. Move the cursor to column 1 of the blank line above the initials (the line above "JW/sl")
   b. Press CTRL KV (^K^V) to move the marked paragraph. (No copy will be left at the previous location.)

Inserting "P.S."

Now for a final touch you can insert "P.S. " in front of the paragraph you just moved:

1. Press CTRL KH (^K^H) to turn off the highlighting (and hide the markers).
2. Move the cursor to the O of "One item . . .".
3. Look at the upper right-hand corner of the screen to check for "INSERT ON." If it isn't there, press CTRL V (^V) to make it appear.
4. Type "P.S. " (with a space after the second period) in front of "One item . . .".
5. Press CTRL B (^B) to reform the paragraph.
6. Press CTRL KD (^K^D) to save your file.
7. Look at the directory for LETTER.BAK, your backup file.

Any time you mess up a paragraph with insertions or deletions, you can tidy it up again by pressing CTRL B (^B). You can press ^B either at the beginning of the paragraph or at any line further down, as long as the cursor precedes the untidy places.

Printing Your File

Just for practice, you can now print your file on your printer.

1. When the "editing no file" menu appears, press P. (Make sure the printer is ready and that the paper is lined up at the right position.)
2. When the prompt NAME OF FILE TO PRINT? appears, type Letter and press ESC (ESCAPE). Now your letter will be printed with the new paragraph.

Forming paragraphs

In this section you will learn how to enter paragraphs correctly, how to split one paragraph into several, and how to merge several paragraphs into one. You will also learn how to select unjustified right margins and how to select double or triple spacing.

First, you will create a new document file and (if you haven't exited from WordStar since Lesson 5) reset the original margins.

1. Create a new file called "Control":
   - a. When the "editing no file" menu appears, press D.
   - b. When the prompt NAME OF FILE TO CREATE OR EDIT? appears, type Control and press RETURN.
   - c. First the WAIT and NEW FILE messages will appear on the screen, then the file will be ready.
2. Reset the left margin to column 1 (if necessary):
   - a. Press CTRL OL (^O^L) to request a new left margin.
   - b. When the question LEFT MARGIN COLUMN NUMBER? appears, type 1 and press RETURN.
3. Reset the right margin to column 65 (if necessary):
   - a. Press CTRL OR (^O^R) to request a new right margin.
   - b. When the question RIGHT MARGIN COLUMN NUMBER? appears, type 65 and press RETURN.

Typing Separate Paragraphs

Enter the following text exactly as you see it here:

> The CTRL key on your keyboard is very similar to the SHIFT key in many ways. First of all, you always press it while you are pressing another key; pressing it by itself doesn't do anything. Like the SHIFT key, the CTRL key changes what happens when you press some other key. And like the SHIFT key, the CTRL key is located near the left side of the key cluster. However, pressing the CTRL key while you are pressing another key does not usually produce a visible character on the screen and never produces a printed character. **RETURN**
> **RETURN**
> Instead of saying, "While holding down the CTRL key with one finger, press O with another," we can be briefer by just saying, "Press CTRL O." This is like saying, "Press SHIFT O." The difference is that pressing CTRL O will activate a WordStar function, while pressing SHIFT O will merely display a capital letter O on the screen. If we want to be even briefer still, we can say, "Press O" instead of, "Press CTRL O." **RETURN**

Even though you have already typed this text as two separate paragraphs, WordStar makes it easy for you to change this.

Joining Paragraphs

Just for practice, you will first join the two paragraphs you have typed into one larger paragraph:

1. Move the cursor just past the last word of the first paragraph (to the first blank space past "character."), as follows:
    a. Place the cursor in the left-hand margin of the blank line between the two paragraphs.
    b. Press CTRL A (^A) to move the cursor back up to the end of the previous line.
2. Press the space bar twice to leave room between the two sentences.
3. Press CTRL G (^G) twice.
    a. With the first CTRL G, the blank line between the paragraphs will vanish.
    b. With the second, the first word of the second paragraph will move to the cursor.
4. Press CTRL B (^B) twice to reform the new paragraph.

Splitting a Paragraph

Now you are going to split into smaller paragraphs the larger paragraph you have just formed:

1. Using the cursor control keys you have learned, move the cursor to the H in "However, . . ." in the sixth line.
2. With INSERT ON showing in the upper right-hand corner of the screen, press RETURN twice.
    a. With the first RETURN, "However, . . ." moves to a separate line.
    b. With the second, a blank line appears between the new paragraphs.
3. Press CTRL B (^B) to reform the second paragraph.
4. Repeat Steps 1-3 to form a third paragraph beginning with "Instead of . . . ."

Even though you entered this text in block style, there's nothing to keep you from changing that now.

Changing to Indented Paragraphs

WordStar makes it easy for you to change to indented paragraphs after you have already typed them.

1. Move the cursor to the beginning of the first paragraph (the T in "The CTRL key . . .").
2. With INSERT ON showing in the upper right-hand corner of the screen, press CTRL I (^I) to indent the first line of the paragraph to the first tab stop.
3. Press CTRL B (^B) to reform the paragraph.

You will see the cursor stop in the middle of "anything." This is WordStar's way of asking you if you want to hyphenate this word. To hypenate, back the cursor up to the t and press the key (-). Now WordStar will continue reforming.

Hyphenating Words During Reform

Repeat Steps 1-3 for the second two paragraphs. While you are reforming the second paragraph, WordStar will stop to hyphenate "another."

1. If you don't want to hyphenate "another," just press CTRL B (^B) again. WordStar will move "another" to the next line and go on.
2. If you want to hyphenate "another," use CTRL S (^S) to back up the cursor to the o and press the hyphen key. WordStar will place a hyphen after "an" and then go on to the end of the paragraph.

Rejoining Paragraphs

Now you are going to rejoin the first and second paragraphs:

1. Using the cursor control keys you have learned, move the cursor past the last word in the first paragraph with two spaces between the period and the cursor. (CTRL F or CTRL A should do this automatically.)
2. Press CTRL G (^G) twice to bring the two paragraphs together.
3. Press CTRL G (^G) five more times to remove the indentation.
4. CTRL B (^B) to reform the new paragraph.
5. Press CTRL KD (^K^D) to save a copy of your file.

Now the text is about the way it was when you first entered it, except that each paragraph begins with an indented line.

Printing Your File

To print your completed file, follow these steps:

1. When you see the "editing no file" menu, press P to request printing. (Make sure the printer is ready and the paper is positioned correctly.)
2. When the prompt NAME OF FILE TO BE PRINTED? appears, type Control and press ESCAPE. Your file will be printed on the printer.

b. When the prompt "ENTER space OR NEW LINE SPACING (1-9): " appears, type 2 (no RETURN required).

c. LINE SPACING 2 will appear in the upper right-hand corner of the screen (on the status line).

Turn off justification:

a. Press CTRL O (^O).

b. If the menu shows that justification is now ON, press CTRL J (^J) to turn it off.

c. If the menu shows that justification is already OFF, press the space bar to leave it that way

d. The next time you type ^O^J, you will turn justification back on again

Reform the first paragraph:

a. Leave the cursor at column 1 of the first line of the first paragraph ("The CTRL key . . .").

b. Press CTRL B (^B) to reform the paragraph

Reform the second paragraph.

a. Move the cursor down to column 1 of the first line of the second paragraph ("Instead of . . .").

b. Press CTRL B (^B) to reform the paragraph.

6. Print your file again:

a. When you see the "editing no file" menu, press P to request printing.

b. When the prompt NAME OF FILE TO BE PRINTED? appears, type Control and press ESCAPE.

c. The printed result should look like this:

The CTRL key on your keyboard is very similar to the SHIFT key in many ways. First of all, you always press it while you are pressing another key; pressing it by itself doesn't do any thing. Like the SHIFT key, the CTRL key changes what happens when you press some other key. And like the SHIFT key, the CTRL key is located near the left side of the key cluster. However, pressing the CTRL key while you are pressing another key does not usually produce a visible character on the screen and never produces a printed character.

Instead of saying, "While holding down the CTRL key with one finger, press O with another," we can be briefer by just saying "Press CTRL O." This is like saying, "Press SHIFT O." The difference is that pressing CTRL O will activate a WordStar function, while pressing SHIFT O will merely display a capital letter O on the screen. If we want to be even briefer still, we can say, "Press O" instead of, "Press CTRL O."

Line Spacing and Justification

You can set any line spacing from 1 to 9 by pressing ^O^S, and typing a number. When you set a value other than 1 (single-spacing), e.g., 2 (double-spacing), you will see a message in the upper right-hand corner of your screen (LINE SPACING 2). You probably won't have many occasions to use any setting other than 1, 2, or 3 for line spacing.

You can turn off justification of the right margin by pressing ^O^J once. The next time you press ^O^J, you will turn justification back on again. You can always tell whether you have turned justification on or off by looking at the text you are typing. Another way to tell is to press ^O and look at the menu after J (either ON or OFF will appear highlighted). If you don't want to change it, just press the space bar.

If you select double spacing and unjustified right margins before you begin typing, then you will see the text appear with these features on the screen. But if you have already typed the text and then select these features, nothing will happen to your text until you reform each paragraph one at a time. This means that WordStar allows you to change the settings as often as you like, which means, in turn, that you could type each paragraph of your file with different settings for printing.

Any WordStar features you select will remain in effect until you exit from WordStar, even if you switch to a different file.

Handling blocks and files

In this lesson you will learn the different ways you can save your file after a typing session; you will learn how to mark a block of text to be moved, copied, or deleted; and you will learn how to move, copy, delete, or rename an entire file

In Lesson 1 you learned that it is important to save the file you are working on fairly often to avoid losing text. In this lesson you will practice the four ways of saving (or not saving) your file after a session of typing.

Saving Your File and Continuing

CTRL K S

If you are going to spend a lot of time on a typing job, you should interrupt the job from time to time to save your file, then resume work. (Remember, no text is saved until you request to have it saved, and until it is saved, it can be lost.) Here is an example of the procedure.

1. When the "editing no file" menu appears, press D.
2. When the prompt NAME OF FILE TO EDIT? appears, type Control and press RETURN.
3. Now you have an open file. In a real typing situation, you would be spending some time with this file. For now, assume you have been working with the file for a while, and move the cursor to the middle of the file.
4. Press CTRL KS (^K^S) to save the file.
5. After a short time (and some noises from your disk drive), you will see your file return to the screen.
6. Press CTRL QP (^Q^P) to return the cursor to where it was before you saved the file.

Pressing CTRL KS (^K^S) allows you to save a copy of your file on disk, then continue typing where you left off. Now leave your file just the way it is for the next exercise.

Saving Your File and Going to Another WordStar Operation

CTRL K D

If you have completed work on one file and you plan to do something else with WordStar (like opening another file or printing the same file), you can save the file and return to the "editing no file" menu.

1. With file "Control" still open from the previous exercise, press CTRL KD (^K^D) to save the file.
2. Again, the file is saved, but this time WordStar displays the "editing no file" menu instead of the file after the save.

Pressing CTRL KD (^K^D) allows you to save your file and go to another file or begin another WordStar operation.

Saving Your File and Stopping WordStar

CTRL K X

If you have completed work on your file and you are also completing a session with WordStar, you can save your file and exit from WordStar at the same time.

1. When the "editing no file" menu appears, press D.
2. When the prompt NAME OF FILE TO EDIT? appears, type Special and press RETURN.
3. Now you have an open file from which to exit.
4. Press CTRL KX (^K^X) to save your file and exit from WordStar.

5. After saving your file, you will find that WordStar is no longer running. Type a:ws (or just ws and press RETURN to restart WordStar.

Pressing CTRL KX (^K^X) allows you to save your file and exit from WordStar. Once you are out of WordStar, you may want to run utility programs under your computer's operating system. For example, your operating system probably has programs to check the amount of space left on your disk or to copy or delete files.

Abandoning a File

CTRL K Q

If you work on a file for a while and discover that you have made some big mistakes that you want to get rid of, you can abandon the file instead of saving it. By doing this, you retain your previous version of this file, which is still on disk (and which doesn't have the mistakes). You may also want to abandon a file that you have just opened by mistake.

1. When WordStar is running again and the "editing no file" menu appears, press D.
2. When the prompt NAME OF FILE TO EDIT? appears, type Special and press RETURN.
3. Now you have an open file again. Suppose you have messed it up and want to get rid of it.
4. Press CTRL KQ (^K^Q) to abandon the file.

Pressing CTRL KQ (^K^Q) allows you to abandon a file that you don't want to keep. The next time you open the file with this name, you will get the previous version of it.

Marking a Block

WordStar allows you to move, copy, or delete a block of text of any size. The first step is to mark the beginning and end of the block that you want to deal with. Here is a sample procedure:

1. Open the file "Special":
   a. When the "editing no file" menu appears, press D.
   b. When the prompt NAME OF FILE TO EDIT? appears, type Special and press RETURN.
2. Set the beginning marker:
   a. Move the cursor to the blank line above the first paragraph ("**Boldface Printing**").
   b. Press CTRL KB (^K^B) to mark the beginning of a block. (<**B**> will appear on the screen.)
3. Set the ending marker:
   a. Move the cursor straight down to the blank line between the fourth and fifth paragraphs (left-hand margin, just above "**Subcripts**").
   b. Press CTRL KK (^K^K) to mark the end of this block.
   c. If your screen has the capability, you will see the four paragraphs become highlighted.
   d. If your screen is not capable of highlighting, <**K**> will appear on the screen.

In Lesson 11, you learned how to move the cursor to any one of ten numbered markers. For your convenience, WordStar also allows you to move the cursor quickly to the block markers <**B**> and <**K**>.

1. Press CTRL QB (^Q^B) to move the cursor to the beginning marker <**B**>.
2. Press CTRL QK (^Q^K) to move the cursor to the ending marker <**K**>.

Now you are ready to deal with this block of text. (An easy way to remember these letters is to think of the word BlocK, which begins with **B** and ends with **K**.) One of the things you can do with the block is to move it to somewhere else in the file. The following section explains how to do this.

Moving a Block

CTRL K V

After typing your text, you may decide that a certain sentence, paragraph, or group of paragraphs belongs in a different location. WordStar allows you to move it as a block of text. For practice you will move the four paragraphs you just marked in the previous section.

1. Press CTRL QC (^Q^C) to move the cursor to the end of the file.
2. Press CTRL KV (^K^V) to move the four paragraphs to this location.
3. Now press CTRL QR (^Q^R) to return the cursor to the beginning of the file, then move it straight down to the blank line above the first paragraph ("**Subscripts**").
4. Press CTRL KV (^K^V) to return the four paragraphs to their original location. (The block markers are still in effect, even though you have already moved the block once.)

Pressing CTRL KV (^K^V) allows you to move a block of text from one location to another. After the move, the block will no longer be in the previous location. Another thing you can do with a marked block of text is to make a copy of it somewhere else in the file (or the same place). The next section explains how to do this.

Deleting a Block

CTRL K Y

In the previous section, you made an extra copy of the four paragraphs that were marked. For practice you will delete one of them:

1. Press CTRL KH (^K^H) to make the block markers reappear on the screen.
2. Press CTRL KY (^K^Y) to delete the marked block. (It doesn't matter where the cursor is located.)
3. Press CTRL KQ (^K^Q) to abandon the file. (Now the block markers are gone.)

Pressing CTRL KY (^K^Y) allows you to delete a block of text that has been marked. The block is gone and so are the markers. (The block-hiding feature (CTRL KH) can be used to protect you from an accidental deletion.)

Copying a Block

CTRL K C

You may want to repeat a certain block of text in more than one place in your file. For practice, you will make a copy of the four paragraphs you marked in a previous section:

1. Press CTRL QC (^Q^C) to move the cursor to the end of the file.
2. Press CTRL KC (^K^C) to copy the four paragraphs to this location.
3. Press CTRL KC (^K^C) to make another copy. (The block markers remain in effect, even after you have copied the block. The markers remain until you save your file or mark another block of text.)
4. Press CTRL KH (^K^H) to hide the block markers. (This can sometimes be a helpful precaution.)

Pressing CTRL KC (^K^C) — after block markers have been set — allows you to make a copy of a block of text at the place where the cursor is currently located. The original block is not changed. Another thing you can do with a marked block is to delete it. The next section explains how to do this.

Writing a Block to Another File

CTRL K W

So far you have been handling blocks of text only within the same file. Now you will learn how to transfer a block out of the current file into another file. Here are the steps:

1. Reopen the file "Special":
   a. When the "editing no file" menu appears, press D.
   b. When the prompt NAME OF FILE EDIT? appears, type Special and press RETURN.
2. Set the beginning marker:
   a. When the file appears, move the cursor to the blank line above the first paragraph **("Boldface Printing").**
   b. Press CTRL KB (^K^B) to mark the beginning of a block.
3. Set the ending marker:
   a. Move the cursor down to the blank line between the fourth and fifth paragraphs (just above "**Subscripts**"). (CTRL C (^C) twice should do it.)
   b. Press CTRL KK (^K^K) to mark the end of this block.
4. Write the block to a temporary file named "x:"
   a. Press CTRL KW (^K^W) to request a block write.
   b. When the prompt NAME OF FILE TO WRITE MARKED TEXT ON? appears, type x and press RETURN.
5. Press CTRL KQ (^K^Q) to abandon "Special."

WordStar will write this block to a new file named "x." Now you will learn how to read the block from this new file into another file. (It's usually a good idea to give temporary files like x short, one-letter names to make them easy to use and easy to identify.)

Reading One File into Another

CTRL K R

In the previous section, you marked a block of text and then wrote it into a new file. Now you will read this new file into still another file:

1. Reopen the file "Control":
   a. When the "editing no file" menu appears, press D.
   b. When the prompt NAME OF FILE TO EDIT? appears, type Control and press RETURN.
2. Read "x" into "Control":
   a. When the file appears, move the cursor down to the blank line between the two paragraphs.
   b. Press CTRL KR (^K^R) to request a file read.
   c. When the prompt NAME OF FILE TO READ? appears, type x and press RETURN.

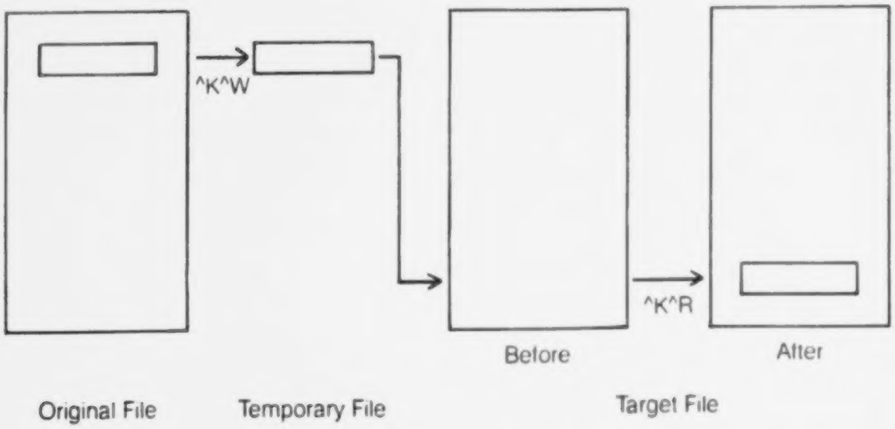
WordStar will read the entire contents of file "x" into file "Control." Scroll the screen up and down to check this. The four paragraphs of file "x," which originally came from file "Special," have been inserted into file "Control." This is how you copy text from one file to another. (You can press CTRL KQ (^K^Q) to abandon file "Control.")

Summary: Moving Text from One File to Another

The exercise you have just completed in the previous two sections illustrates how you copy text from one file to another. It's a two-step procedure in WordStar:

- First mark the block of text to be moved and write it to a temporary file.
- Then open the target file, position the cursor and read the text from the temporary file.

Now a copy of the text has been transferred from the original file to the target file via a temporary file, as shown in the following illustration.



Moving Text from One File to Another

Copying a File

CTRL K O

Now you will learn how to make a copy of a file:

1. When the "editing no file" menu appears, press O.
2. When the prompt NAME OF FILE TO COPY FROM? appears, type x and press RETURN.
3. When the prompt NAME OF FILE TO COPY TO? appears, type y and press RETURN.

WordStar will make a copy of file "x," called file "y." To verify this, look at your disk directory, which usually appears under the "editing no file" menu. You can also open file "y" to see that it is the same.

Note that you don't have to use the "editing no file" menu to copy a file. You can also use CTRL KO (^K^O) if you're in the middle of a file (it doesn't have to be the file you're copying).

Renaming a File

CTRL K E

WordStar allows you to change the name of a file:

1. When the "editing no file" menu appears, press E.
2. When the prompt NAME OF FILE TO RENAME? appears, type x and press RETURN.
3. When the prompt NEW NAME? appears, type z and press RETURN.

WordStar will change the name of file "x" to file "z." File "x" no longer exists. You can verify this by looking at your disk directory, which usually appears below the "editing no file" menu. You can also look at the actual file:

1. When the "editing no file" menu appears, press D.
2. When the prompt NAME OF FILE TO EDIT? appears, type z and press RETURN.
3. After glancing over the file, press CTRL KD (^K^D) to save a copy of it on disk.

Note that you don't have to use the "editing no file" menu to rename a file. You can also use CTRL KE (^K^E) if you're in the middle of a file (it doesn't have to be the file you're renaming).

Deleting a File

CTRL K J

Finally, Wordstar allows you to delete any file you have entered:

1. When the "editing no file" menu appears, press Y.
2. When the prompt NAME OF FILE TO DELETE? appears, type z and press RETURN.

WordStar will delete file "z." You can verify this by looking at your disk directory, which usually appears below the "editing no file" menu.

Note that you don't have to use the "editing no file" menu to delete a file. You can also use CTRL KJ (^K^J) — not CTRL KY — if you're in the middle of a file (it doesn't have to be the file you're deleting). (Since Y is the "no-file" key for deleting a file, you may think that CTRL KY is the key sequence to use when you're in another file. But CTRL KY is for deleting a marked block.)

Restoring a Lost File from the Backup File

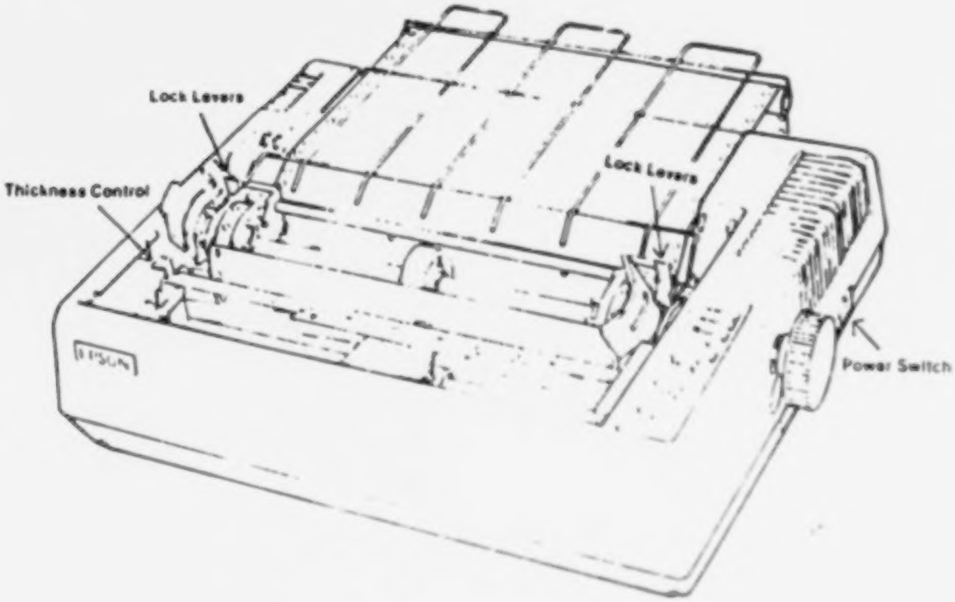
Any time you lose a file, you can restore it from the backup file that WordStar created the last time you saved a copy of it. For example, suppose you realized after deleting "z" that you really wanted to keep the file. You could restore "z" from "z.bak" as follows:

1. When the "editing no file" menu appears, press O.
2. When the prompt NAME OF FILE TO COPY FROM? appears, type z.bak and press RETURN.
3. When the prompt NAME OF FILE TO COPY TO? appears, type z and press RETURN.

WordStar will make a copy of "z.bak," called "z." You can verify this by looking at your disk directory. This new "z" will contain all the changes you made before the last time you saved it. You can make a copy of a backup file, but you can never edit the backup file itself.

TASK #4

INFORMATION SHEET: PRINTER COMMANDS


Lock Levers
Thickness Control
Lock Levers
Power Switch
EPSON

Developed by HACER INC. 1980

PRINTER COMMANDS

These commands are to aid the user of the APPLE 2 PLUS system, interfaced to an EPSOM MX-80F/T dot matrix printer. If you have any other questions, refer to the epson manual or consult Jose.

SOME SIMPLE FUNCTIONS

These basic functions will allow the user to program the printer. They can also be embeded into a standard basic program for printing text or messages.

1)
```
]PR#1 : PRINT CHR$(27)"A" CHR$(ls)
```
*** this command allows the user to set the space between lines to any number, (ls= spaces + 128), desired. Note: each character occupies seven vertical spaces. You should therefore set the spaces in increments of 12 units, (7 for the letter and 5 for the interline space).
For example;

single space ===> n is set to 12
double space ===> n is set to 24
tripple space ==> n is set to 36

2)
```
]PR#1 : PRINT CHR$(27)"C" CHR$(FL)
```
*** this command sets the form length to any nummber of lines, (fl). This will cause only fl number of lines to be printed on any one page.

3)
```
]PR#1 : PRINT CHR$(27)"E"
```
*** tuns on enphasised printing mode.

4)
```
]PR#1 : PRINT CHR$(27)"F"
```
*** turns off enphasised printing mode

5)
```
]PR#1 : PRINT CHR$(27)"G"
```
*** turns on double strike mode

6)
```
]PR#1 : PRINT CHR$(27)"H"
```
*** turns off double strike mode

NOTE

Every command above must be followed by the command;

```
]PR#0
```

or the output will go to the printer, so that if this is not desired will only esrve to waste paper.

CLOSING NOTES

These are basic instructions and do not completely describe all of the functions of the EPSON printer. All of the functions described here are only inplemented in innediate execution mode, (only when you see;] , as the prompt).

Also note that once set, the only way to turn them off is through innediate execution mode or turning the printer off and then on again.

TASK # 4

INFORMATION SHEET: PRINTER PARTS AND OPERATION

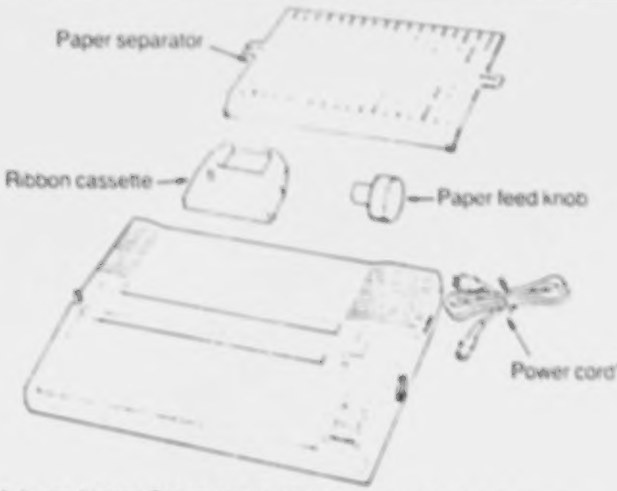
Setting Up Your LX-80 Printer

Setting up your LX-80 printer is a simple matter of attaching two parts, putting in the ribbon and paper, and connecting the printer to your computer.

This chapter will have you printing a test pattern within fifteen to twenty minutes and doing more complicated work not long after.

Printer Parts

First, see that you have all the parts you need. In addition to this manual, the printer box should contain the items shown in Figure 1-1.



* In the United States, the printer is delivered with the power cord attached.

Figure 1-1. Printer parts

RESOURCE: SPECTRUM LX 80 PRINTER USER'S MANUAL
EPSON AMERICA, INC.
Torrance, CA

In addition to the items in the box, you need a cable and possibly an interface board. The cable connects the printer to your computer, and the interface board is necessary only for those computers that can't use the LX-80's Centronics® parallel interface. Your computer manual or your dealer will tell you which cable you need and whether or not you need a special interface.

Printer Location

Now that you have unpacked your printer, you should choose a suitable location for it. The main requirement, of course, is that the printer be close enough to your computer for the cable to reach. Also remember the following:

- Use a grounded outlet, and do not use an adapter plug.
- Avoid using electrical outlets that are controlled by wall switches. Accidentally turning off a switch can wipe out valuable information in your computer's memory and disrupt your printing.
- Avoid using an outlet on the same circuit breaker with any large electrical machines or appliances. These can cause disruptive power fluctuations.
- Keep your printer and computer away from base units for cordless telephones.
- Protect the printer from direct sunlight, excessive heat, moisture, and dust. Make sure that it is not close to a heater or other heat source.

Paper Feed Knob Installation

Now that you have chosen where to set up your LX-80, the first and simplest piece to install is the paper feed knob, which you use to manually advance the paper—just as you do on a typewriter. To install the knob, merely push it onto the shaft found in the hole on the right side of the printer. (See Figure 1-2.) The shaft has one flat side that must be matched with the flat side of the hole in the knob.

RESOURCE: SPECTRUM LX 80 PRINTER USER'S MANUAL
EPSON AMERICA, INC.
Torrance, CA

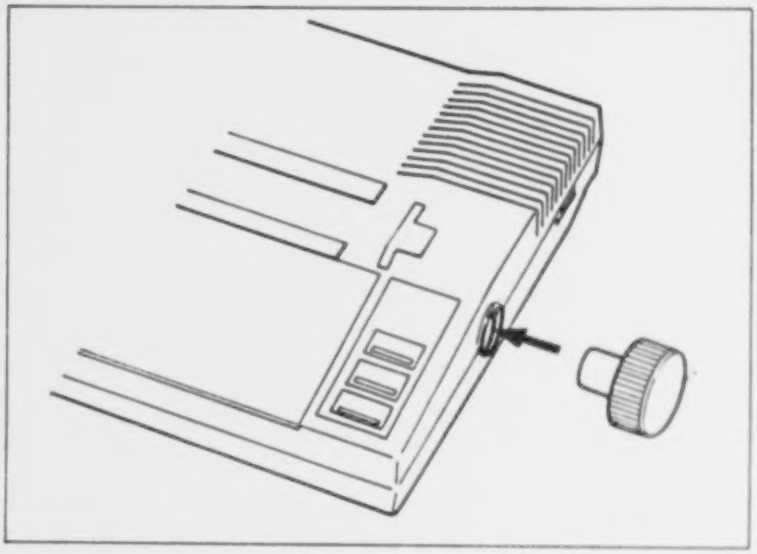


Figure 1-2. Paper feed knob installation

Ribbon Installation

The LX-80 printer uses a continuous-loop, inked fabric ribbon, which is enclosed in a cassette that makes ribbon installation and replacement a clean and easy job. The parts of this cassette are labelled in Figure 1-3.

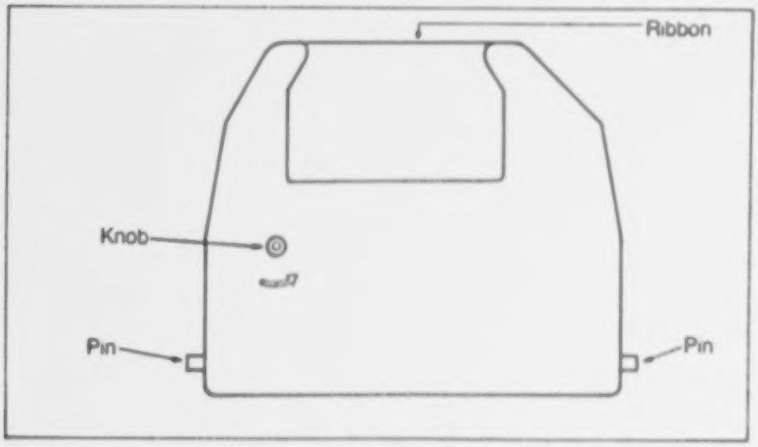


Figure 1-3. Ribbon cassette

RESOURCE: SPECTRUM LX 80 PRINTER USER'S MANUAL
EPSON AMERICA, INC.
Torrance, CA

TASK # 4

INFORMATION SHEET: PRINTER PARTS AND OPERATION

Page 4

To install the ribbon, first open the lid at the front of the LX-80 so that you can see the print head assembly shown in Figure 1-4. Move the assembly by hand to the center of the printer so that the other parts of the printer will not get in your way. Also be sure that the paper bail is against the black roller so it too will not be in your way.

Note: Moving the print head by hand when the printer is turned on can harm the printer. Always be sure that the printer is turned off before you move the print head.

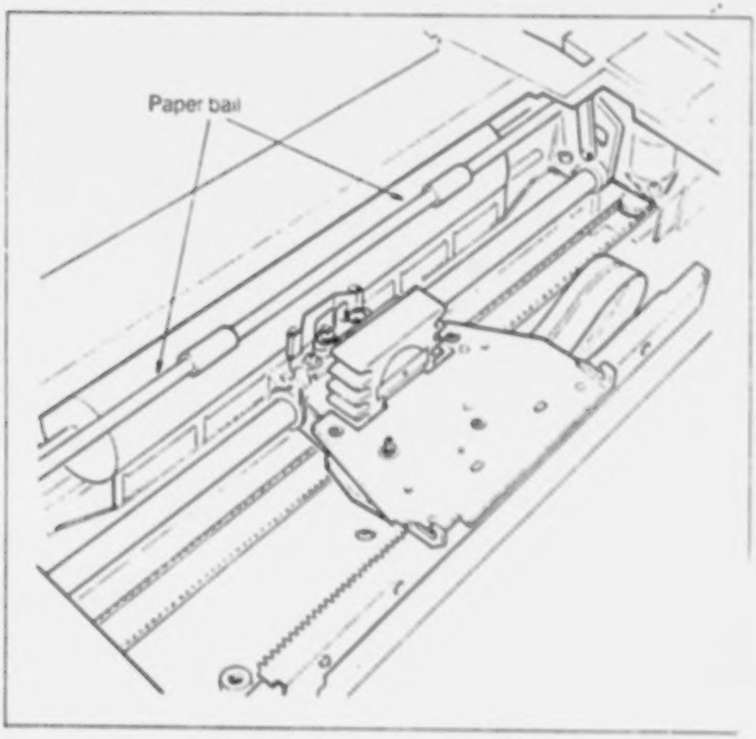


Figure 1-4. Print head assembly

RESOURCE: SPECTRUM LX 80 PRINTER USER'S MANUAL
EPSON AMERICA, INC.
Torrance, CA

TASK # 4

INFORMATION SHEET: PRINTER PARTS AND OPERATION

Then hold the ribbon cassette so that the small knob is on top and the exposed section of ribbon is away from you. Insert the cassette in its holder by first sliding the pins at the back of the ribbon cassette under the small hooks on the holder. (See Figure 1-5.) Then lower the front of the cassette so that the exposed section of ribbon can fit between the print head nose and the silver ribbon guide. Push down until the cassette fits firmly in place.

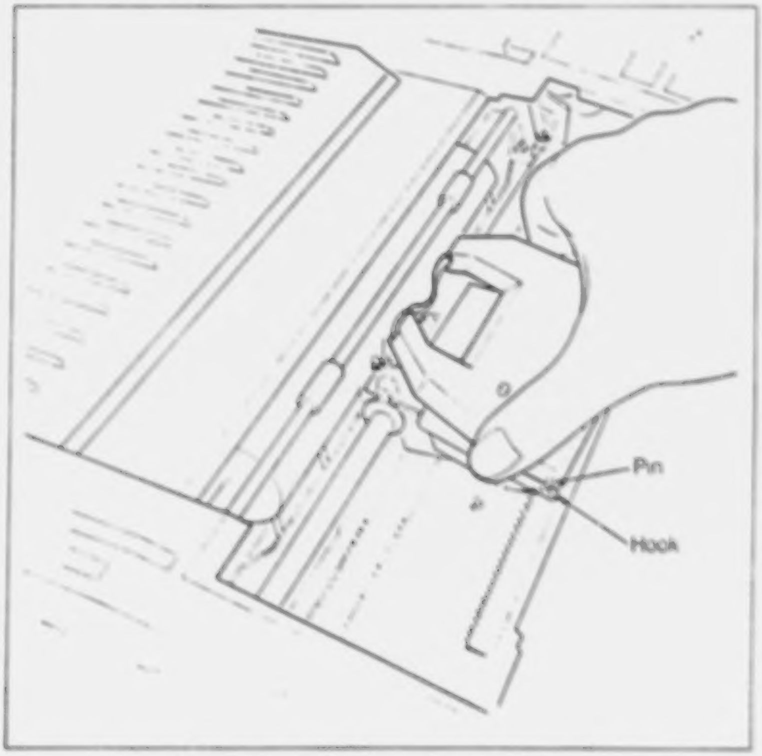


Figure 1-5. Ribbon cassette installation

RESOURCE: SPECTRUM LX 80 PRINTER USER'S MANUAL
EPSON AMERICA, INC.
Torrance, CA

Now turn the knob on the cassette in the direction of the arrow to tighten the ribbon. As you turn the knob, see that the ribbon slips down into its proper place between the print head nose and the silver ribbon guide (Figure 1-6). If it doesn't, guide it with a pen or a pencil.

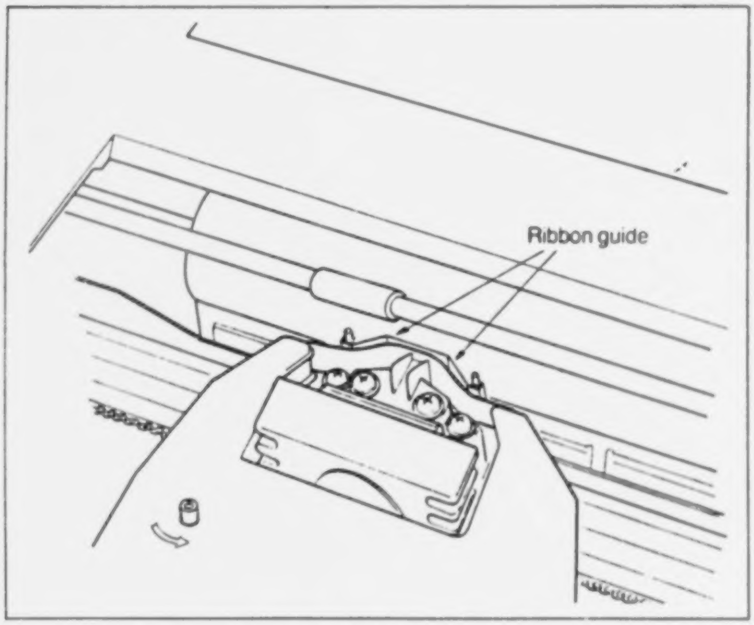


Figure 1-6. Ribbon placement

Ribbon Replacement

When your printing begins to become light and you need to replace the ribbon, lift the front of the cassette to remove it and then follow the above instructions with a new cassette. If you have been using your printer just before you change cassettes, be aware that the print head becomes hot during use. Be careful not to touch it. Also remember never to move the print head by hand when the printer is turned on.

RESOURCE: SPECTRUM LX 80 PRINTER USER'S MANUAL
EPSON AMERICA, INC.
Torrance, CA

TASK # 4

INFORMATION SHEET: PRINTER PARTS AND OPERATION

Paper Loading

Now put a sheet of paper in your LX-80 so you can test it. Figure 1-7 shows the names of the parts that you need to know.

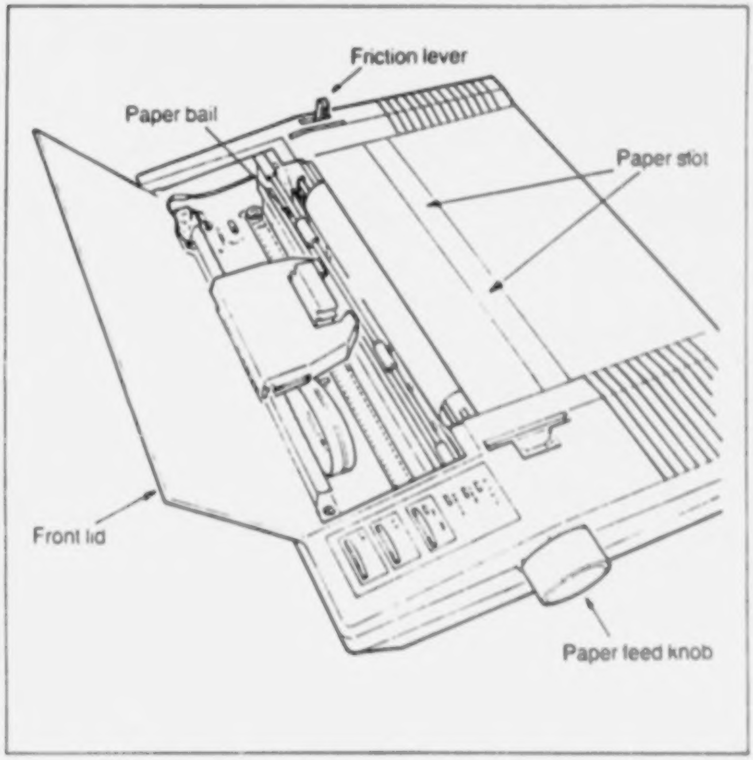

Friction lever
Paper bail
Paper slot
Front lid
Paper feed knob

Figure 1-7. LX-80 ready for paper loading

RESOURCE: SPECTRUM LX 80 PRINTER USER'S MANUAL
EPSON AMERICA, INC.
Torrance, CA

See that the printer is turned off, open the front lid, and push the friction lever back and the paper bail forward. Then move the print head by hand to the center of the printer and feed the paper into the paper slot in the top of the printer.

When the paper will not go any farther, turn the paper feed knob to advance it as you would with a typewriter. Turn the knob until the top of the paper is at least 3/4-inch above the ribbon guide. Then push the paper bail against the paper. If the paper becomes crooked, pull the friction-release lever forward, straighten the paper, and push the friction lever back.

If you have the optional tractor unit for continuous pin-feed paper, see Appendix E for instructions on its use.

Control Panel

Now that your paper is loaded, it is time to plug in the printer and see what the buttons on the control panel do. First, see that the power switch on the right side of the printer is off; then plug in the power cord. Now turn on the power switch and look at the control panel on the right side of the top of your LX-80.

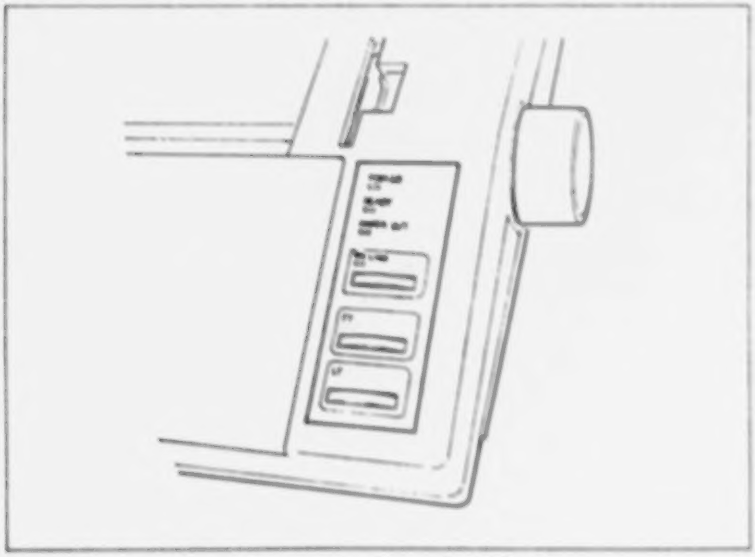


Figure 1-8. Control panel

RESOURCE: SPECTRUM LX 80 PRINTER USER'S MANUAL
EPSON AMERICA, INC.
Torrance, CA.

There are several buttons and indicator lights on the control panel. Their primary functions are described below:

- The POWER light glows green when the power is on.
- The READY light glows green when the printer is ready to accept data. This light flickers somewhat during printing.
- The PAPER OUT light glows red to indicate that the printer is out of paper or the paper is loaded incorrectly.
- The ON LINE light glows green when the printer can receive data.
- The ON LINE button switches the printer between on-line and off-line status. When the printer is on-line, the ON LINE light glows and the printer is ready to accept data.

The following two buttons work only when the printer is off-line. If the ON LINE light is on, press the ON LINE button to put the printer off-line before you use these buttons.

- The FF (Form Feed) button advances the paper to the top of the next page.
- The LF (Line Feed) button advances the paper one line at a time.

The control panel buttons can also be used to turn on several printing functions using a feature called SelecType, which is described in Chapter 2. In addition, you'll find another use for the LF and FF buttons in the next section.

RESOURCE: SPECTRUM LX 80 PRINTER USER'S MANUAL
EPSON AMERICA, INC.
Torrance, CA

Connecting the LX-80 to Your Computer

Make sure that both the printer and the Microcomputer
are turned off before you connect the printer.

Remember that each computer system has its own way of communicating with a printer. If your computer expects to communicate through a Centronics parallel interface, all you need is a cable. If your computer requires any other kind of interface, you will also need an interface board.

If you don't know what a Centronics parallel interface is, your computer manual or your dealer will tell you what you need. Then, once you have plugged your printer cable into your printer and computer, you will probably never think about interfaces again. (If you do want the technical specifications, however, you can find them in Appendix I.)

The first three steps in connecting your printer and computer are shown in Figure 1-10. Plug one end of your printer cable into the cable connector of your LX-80 printer. The plug is shaped so that there is only one way it will fit the connector. Now secure the plug to the printer with the wire clips on each side of the connector. These clips insure that your cable will not be loosened or unplugged accidentally. If your cable has a grounding wire, fasten it to the grounding screw below the connector.

RESOURCE: SPECTRUM LX 80 PRINTER USER'S MANUAL
EPSON AMERICA, INC.
Torrance, CA

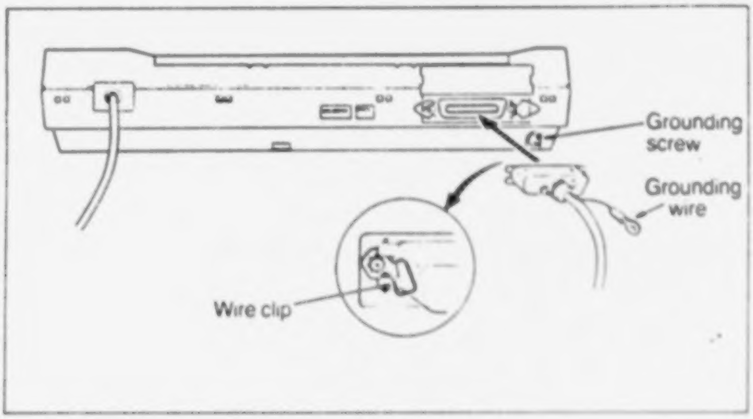


Figure 1-10. Cable connection

Next connect the other end of the printer cable to your computer. On most computers you can easily find the correct connector for the printer cable, but if you are not sure, consult your computer manual or your dealer.

First Printing Exercise

Now it is time to see something more interesting than the test pattern from your LX-80 printer. Your next step depends upon what kind of printing you plan to do. If you have a word processing or other commercial software program, just load the program in your computer, follow its printing instructions, and watch your LX-80 print. If you plan to use your LX-80 for printing program listings, load a program and use your computer system's listing command (LLIST for Microsoft™ BASIC, for example).

Note: If all the lines of your first printing exercise are printed on top of each other, don't worry. There is nothing wrong with your printer. All you have to do is change the setting of a small switch in the back of your printer. See the section on automatic line feeds in Appendix D.

RESOURCE: SPECTRUM LX 80 PRINTER USER'S MANUAL
EPSON AMERICA, INC.
Torrance, CA

TASK # 4

INFORMATION SHEET: PRINTER PARTS AND OPERATION

Using the Optional Tractor Unit

The optional tractor unit allows you to use continuous paper with pin feed holes along the sides. The unit is adjustable so that the continuous paper can be any width from 4 to 10 inches.

Printer Location

When you use the tractor and continuous paper, you must put your LX-80 where the paper can flow freely in and out of the printer. Use a printer stand or any other arrangement that fits your working area. Just make sure that the paper coming out of the printer does not interfere with the paper going in and that the paper going in does not catch on the printer cable. Because of the cable, it is usually best for the paper that feeds into the printer to be stacked somewhat behind the printer instead of directly beneath it. Two possible setups are shown in Figures E-1 and E-2.

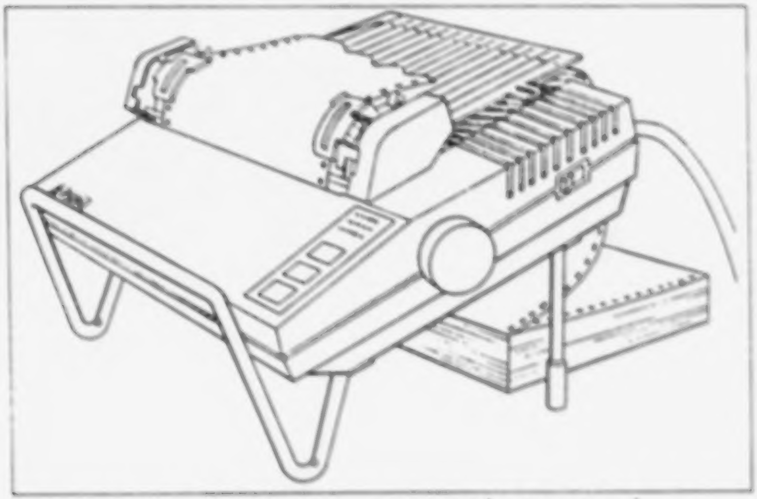


Figure E-1. Continuous paper with printer stand

RESOURCE: SPECTRUM LX 80 PRINTER USER'S MANUAL
EPSON AMERICA, INC.
Torrance, CA

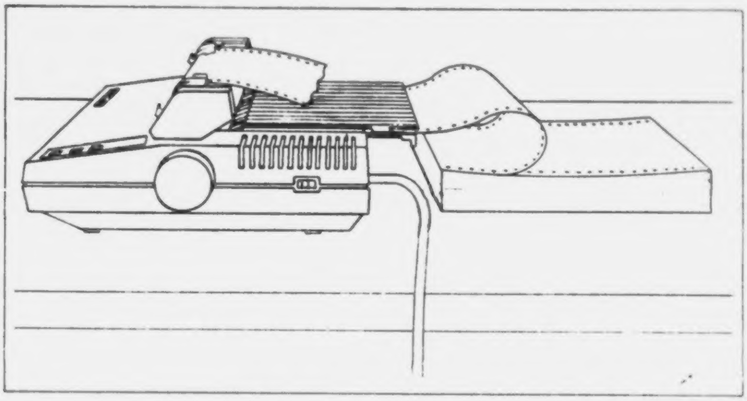


Figure E-2. Continuous paper without stand

Tractor Unit Installation

To install the removable tractor unit, first pull the friction lever toward the front of the printer. Then hold the tractor with the gears to the right as shown in Figure E-3.

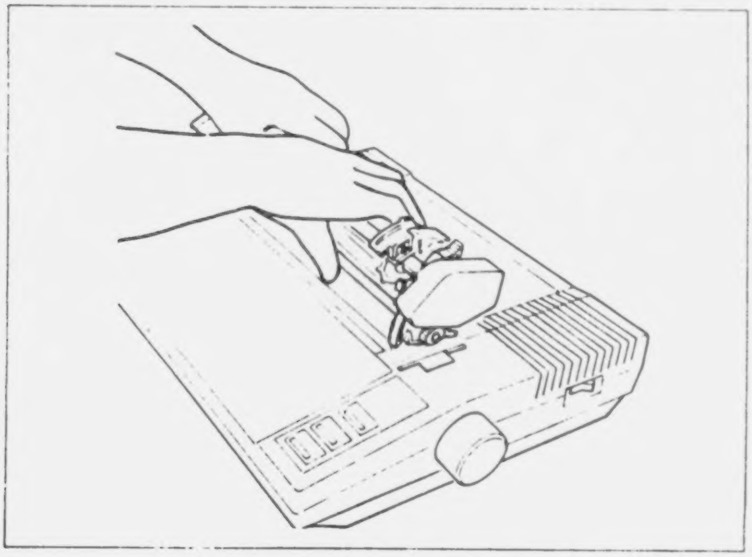


Figure E-3. Tractor placement

RESOURCE: SPECTRUM LX 80 PRINTER USER'S MANUAL
EPSON AMERICA, INC.
Torrance, CA

TASK # 4

INFORMATION SHEET: PRINTER PARTS AND OPERATION

In each tractor slot are two pegs that fit into the notches on the tractor fittings. Tilt the tractor back so that the rear notches fit over the rear pegs. Then tilt the unit forward until it clicks into place. That's all there is to it.

Now install the paper separator and pull out the paper guide as shown in Figure E-4. Fit the notches in the bottom corners of the separator over the pins at the front of the paper slot. The separator keeps the paper that is coming out of the printer from being pulled back in. Pull out the paper guide at the back of the printer. This guide helps keep the incoming paper from catching on the printer cable.

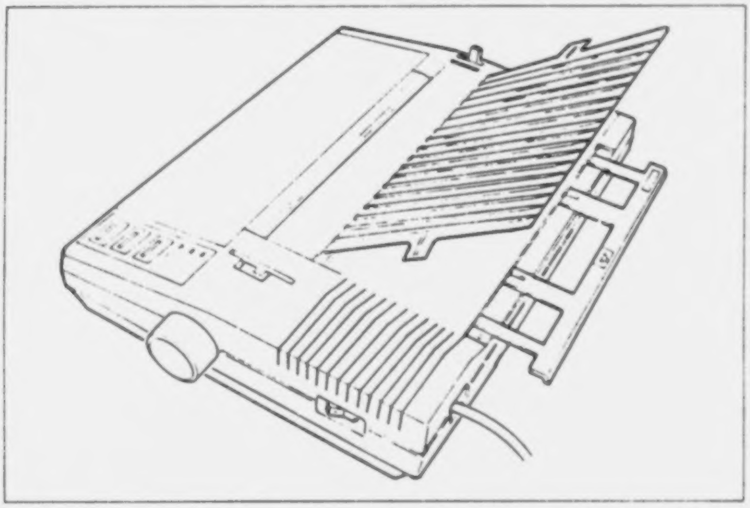


Figure E-4. Paper separator and paper guide

RESOURCE: SPECTRUM LX 80 PRINTER USER'S MANUAL
EPSON AMERICA, INC.
Torrance, CA

TASK # 4

INFORMATION SHEET: PRINTER PARTS AND OPERATION

When you want to use single sheet paper in your LX-80, you can remove the tractor unit quite easily. Just push back the two tractor release levers shown in Figure E-5, tilt the unit backwards, and lift it up.

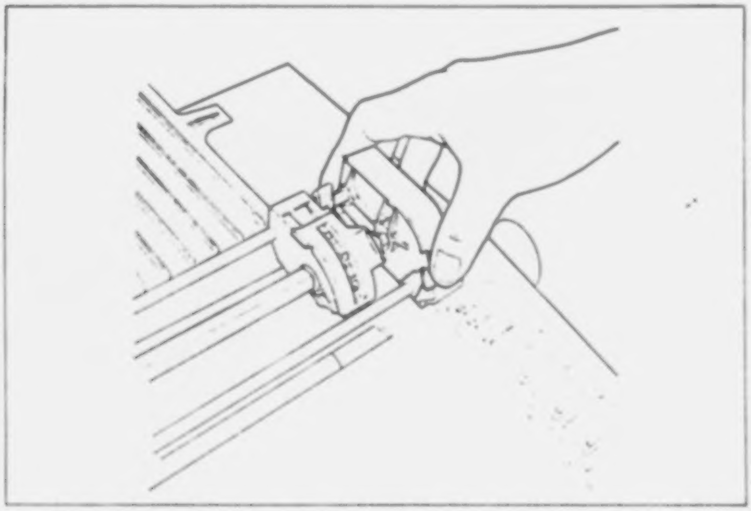


Figure E-5. Tractor release levers

Loading Continuous Paper

Once your tractor is installed, you can load continuous paper. See that the printer is turned off, and open the front lid. Then move the print head to the center of the printer, and pull the paper bail away from the platen (the black roller) just as you did for single sheet loading. (Look back at Figure 1-7 if you need to check on the names of any of these parts.)

Now, using Figure E-6 as your guide, pull the locking levers forward so that you can move the pin feed holders to the left and right. Put the left holder approximately 3/4 of an inch from the extreme left position and then push the locking lever back to lock that holder in place. Leave the other holder unlocked.

RESOURCE: SPECTRUM LX 80 PRINTER USER'S MANUAL
EPSON AMERICA, INC.
Torrance, CA

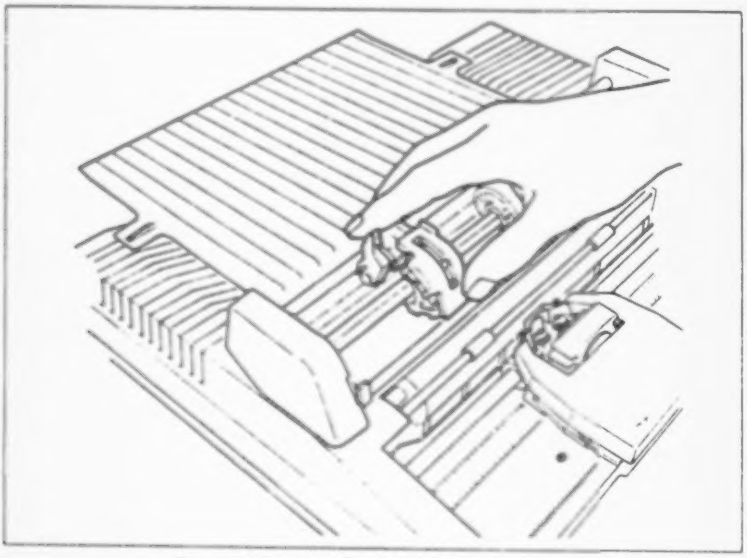


Figure E-6. Pin feed holder adjustment

Next, open the pin feed covers as shown in Figure E-7 and feed the paper under the paper separator and into the paper slot; push the paper through until it comes up between the ribbon guide and the platen.

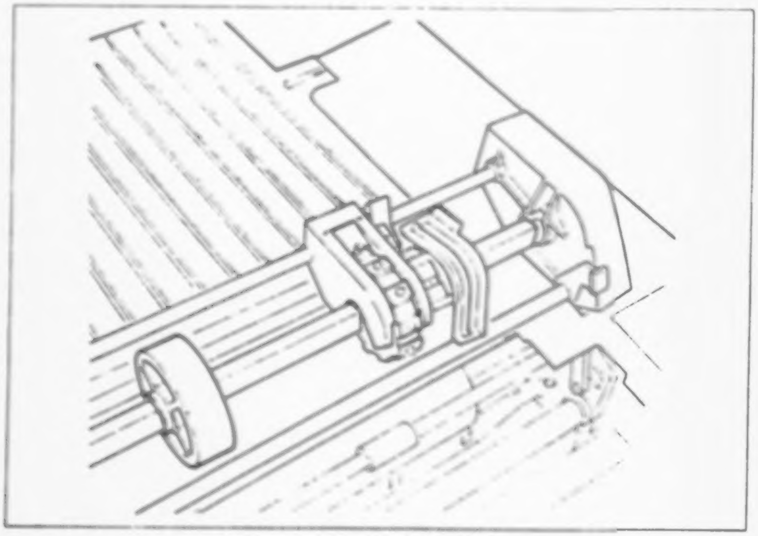


Figure E-7. Open pin feed cover

RESOURCE: SPECTRUM LX 80 PRINTER USER'S MANUAL
EPSON AMERICA, INC.
Torrance, CA

TASK # 4

INFORMATION SHEET: PRINTER PARTS AND OPERATION

Next pull the paper up until the top is above the pin-feed holders. Fit the holes on the left side of the paper over the pins in the left holder and close the cover. Now fit the right side of the paper in the right holder, moving the holder as needed to match the width of the paper. Close the second cover, make sure the paper has no dips or wrinkles, lock the right holder in place, and push the paper bail against the paper.

Now you are ready to set the top of page position. Turn the paper-feed knob to advance the paper until a perforation between sheets is approximately 1/8 of an inch below the top of the ribbon guide, as you see in Figure E-8.

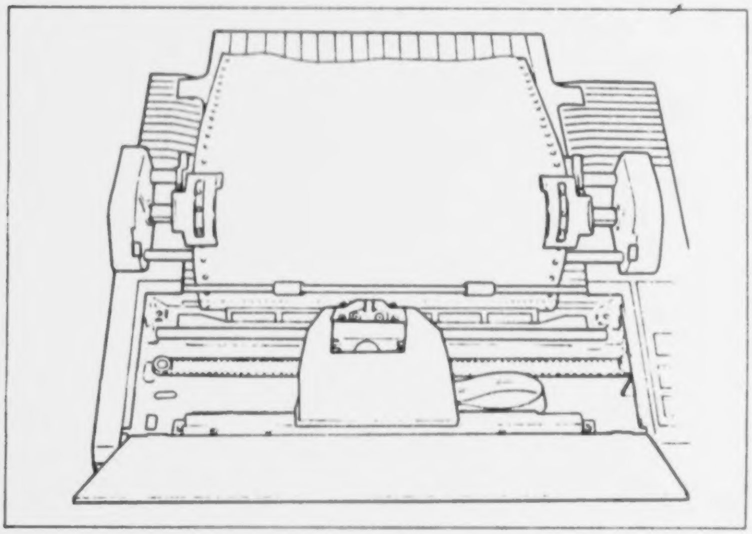


Figure E-8. Top of page position

When you turn on your LX-80, it will remember this top of page setting and will use it when any program tells it to move to the top of the next page. If you later find that your word processing or other applications program is putting your printing too high or too low on the page or is printing on the perforations, check to see that your top of page setting is correct.

Once you have set the top of page, each time you finish printing a document, push the ON LINE button to put the printer off-line and then push the FF button once to advance the paper so that you can tear off your just-printed pages and the paper will be in the right position to begin the next document.

RESOURCE: SPECTRUM LX 80 PRINTER USER'S MANUAL
EPSON AMERICA, INC.
Torrance, CA

HACER INC./HISPANIC WOMEN'S CENTER

BILINGUAL VOCATIONAL TRAINING

TASK #4

INFORMATION SHEET: MEMORANDUM

I. INTRODUCTION:

The memorandum is an effective form of brief written communication, used to carry information from one office to another. The memo carries communication upwards or downwards.

Memos give information about routine operations, clarify procedures, explain or announce changes. Memos call for an action by employees.

II. DIFFERENCES BETWEEN MEMO AND LETTER

1. Memos cost less (no letterhead paper)
2. Memos are delivered internally
3. Letters are usually longer
4. Memos have a different format

III. FORMAT

A. Address

1. Center Title "Memorandum" (capitalize)
2. Details:

To: ....for whom is the memo
From: ....from whom is the memo
Subject:or Re:.........(Regarding)
Date: ....current date

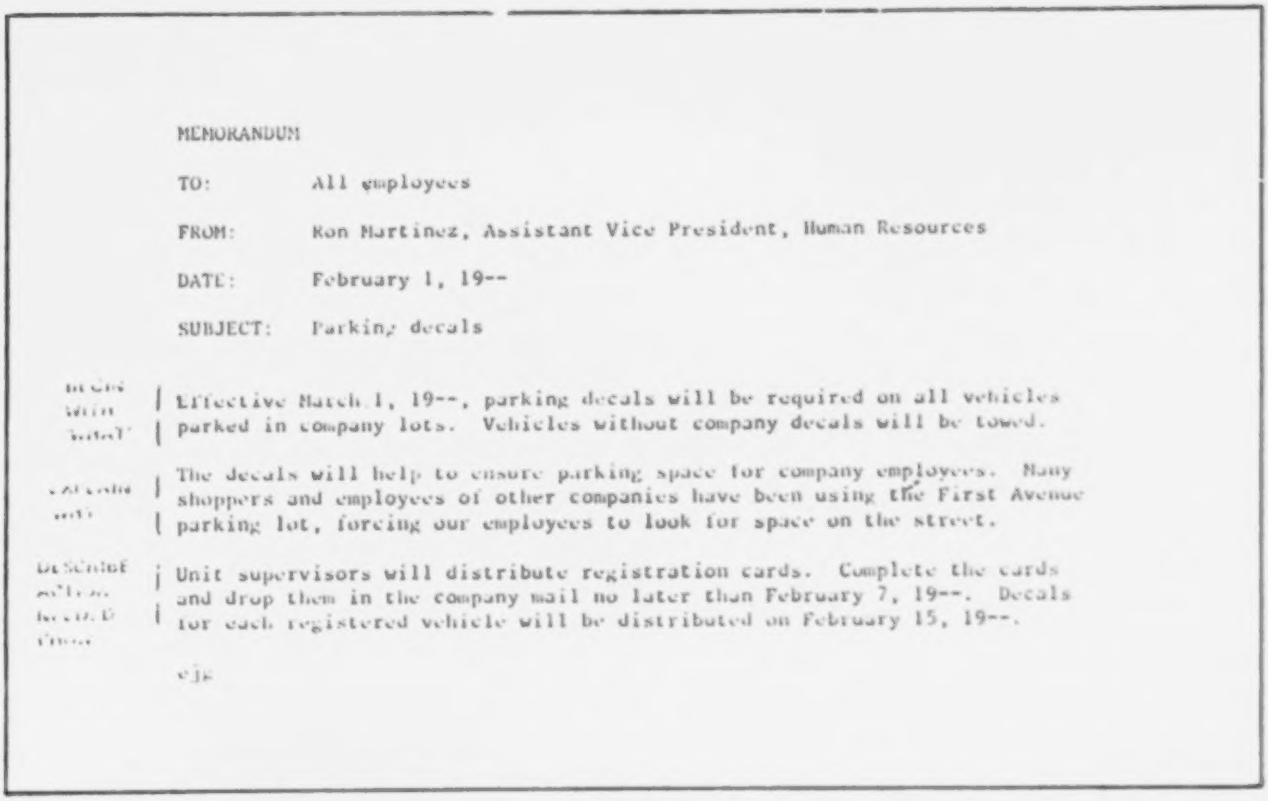
B. BODY

Most memos are in three short paragraphs.

Paragraph #1....What action is needed.
Paragraph #2....Why action is taking place
Paragraph #3....How action will be carried out

TASK #4

INFORMATION SHEET: MEMORANDUM FORMATS



MEMORANDUM

TO: All employees

FROM: Ron Martinez, Assistant Vice President, Human Resources

DATE: February 1, 19--

SUBJECT: Parking decals

Effective March 1, 19--, parking decals will be required on all vehicles parked in company lots. Vehicles without company decals will be towed.

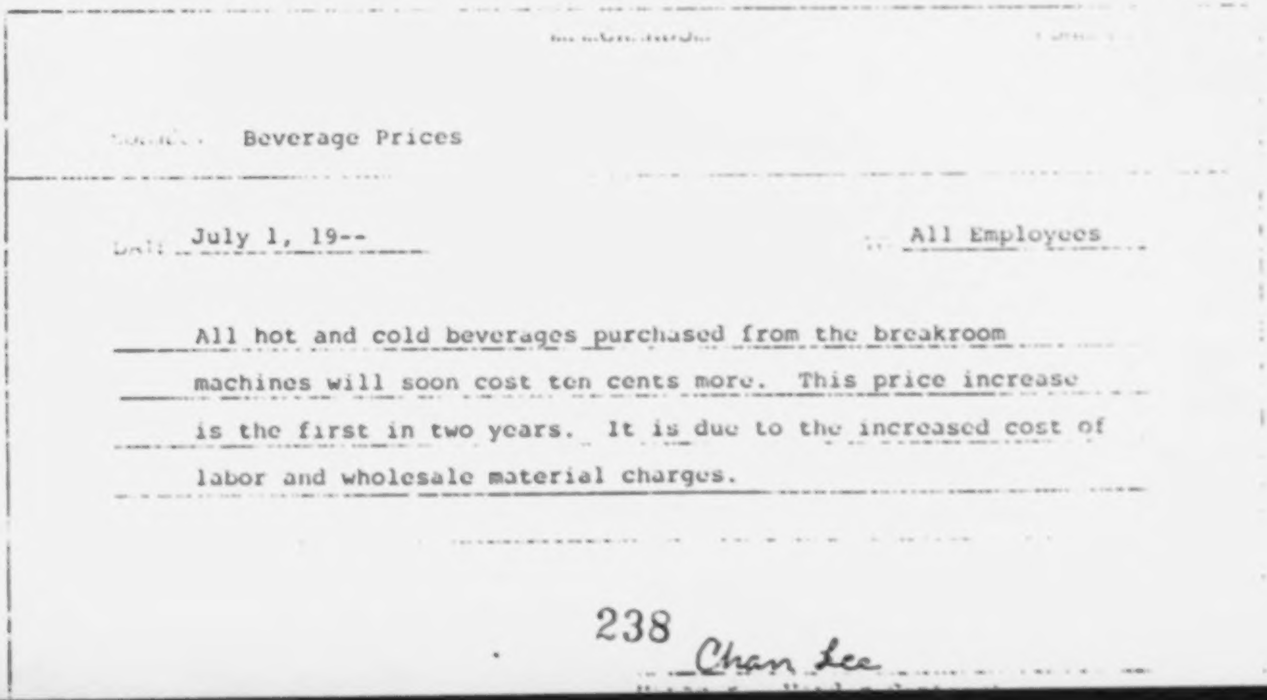
The decals will help to ensure parking space for company employees. Many shoppers and employees of other companies have been using the First Avenue parking lot, forcing our employees to look for space on the street.

Unit supervisors will distribute registration cards. Complete the cards and drop them in the company mail no later than February 7, 19--. Decals for each registered vehicle will be distributed on February 15, 19--.

ejs

Illus. 2-3 [illegible]

Resource: Communication in Action: Eggland, Southwestern Book Pub.



Beverage Prices

July 1, 19--

All Employees

All hot and cold beverages purchased from the breakroom machines will soon cost ten cents more. This price increase is the first in two years. It is due to the increased cost of labor and wholesale material charges.

Chan Lee

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #4

TECHNICAL TERMS

COLUMN:	one or more lines of vertical type
DRAFT:	the first or preliminary writing which is to be revised or copied.
EDIT:	to prepare, change, revise written material.
FIRST NAME FINAL:	a typed copy which is in the final stage-no corrections needed.
FORMAT:	the general physical appearance of a letter, memorandum or report.
HEADING:	title or caption of a page.
MEMORANDUM:	a short inhouse or interoffice written communication.
PARAGRAPH:	a distinct portion of a writing dealing with a particular point or idea.
SINGLE SPACE:	set on vertical space or line on a typewriter or computer.
TABULATION:	a specific space set on a typewriter or computer.
TYPOGRAPHICAL ERROR:	a typing error.

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

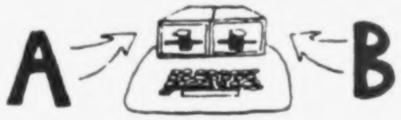
TASK # 4

OPERATION SHEET: HOW TO BOOT WORDSTAR

HOW TO GET STARTED WITH WORDSTAR

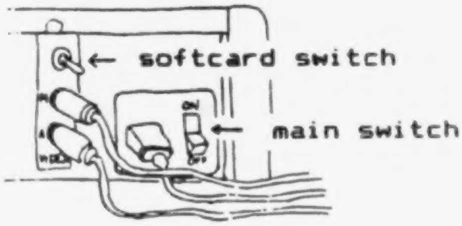
To get started with Wordstar follow these steps:

1 - Insert WordStar program disk into drive A (left side).



2 - Insert WordStar storage disk into drive B (right side).

- Push softcard switch DOWN (on the back of the computer).



4 - Turn Screen Switch on. Turn Main Switch on (on the back left of the computer).

5 - When A> appears on the screen type ws and hit return. Wait till the <<< NO-FILE MENU >>> appears.

6 - To change logged disk drive do the following:

  a) type L
  b) type b: and press RETURN.

7 - Type d (OPEN A DOCUMENT FILE)

8 - Type the name of your file. Make sure you start the name with B: (example B:name.1a) and press return.

9 - To set the left margin :

An 8½"x 11" sheet
of paper is 80 spaces
or columns wide

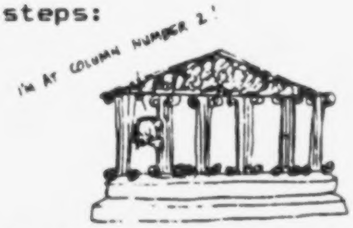
  a) Hold down the CTRL (control) key.

  b) Type O (ONSCREEN MENU).

  c) Type L

  d) Type the column number for the left margin (example : 10) and hit return.

10 - To set the right margin follow these steps:


I'M AT COLUMN NUMBER 1!

  a) Hold down the CRTL key.

  b) Type O (ONSCREEN MENU)

  c) Type R

  d) Type the column number for the right margin (example : 65) and hit return.

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK # 4

OPERATION SHEET: HOW TO BOOT WORDSTAR
Page 2

11 - To clear all the tabs follow these steps:

a) Hold down the CTRL key.

b) Type O (ONSCREEN MENU)

c) Type N

d) Type a and hit return.

L----!----!----!----R

L = left margin
R = right margin
! = tab stop

12 - To set a tab follow these steps:

a) Hold down the CTRL key.

b) Type O (ONSCREEN MENU)

c) Type I

d) Type the column number where you want the tab (example : 15) and hit return.

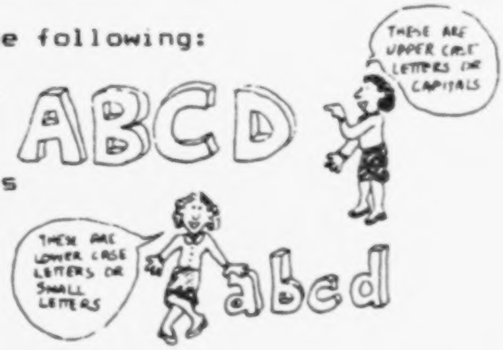
13 - Start typing your letter or document.

14 - To type capital letters do the following:

a) To type ONE capital letter press ESC ONCE

b) To type ALL capital letters press ESC TWICE

c) To go back to lower case (after ALL CAPS - ESC ESC) press ESC ONCE AGAIN


THESE ARE UPPER CASE LETTERS OR CAPITALS
ABCD
THESE ARE LOWER CASE LETTERS OR SMALL LETTERS
abcd

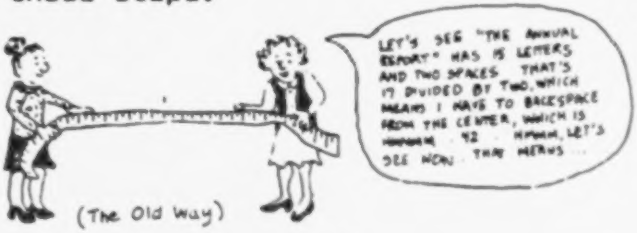
15 - To center a title follow these steps:

a) Type title.

b) Hold down CTRL key.

c) Type O (ONSCREEN MENU)

d) Type C


LET'S SEE "THE ANNUAL REPORT" HAS 15 LETTERS AND TWO SPACES. THAT'S 17 DIVIDED BY TWO, WHICH MEANS I HAVE TO BACKSPACE FROM THE CENTER, WHICH IS HMMM . 42 . HMMM, LET'S SEE NOW . THAT MEANS ...
(The Old Way)

16 - To jump from tab to tab:

a) Hold down CTRL key.

L-----------!-------------!------

b) Hit the letter I until you get to the desired column.

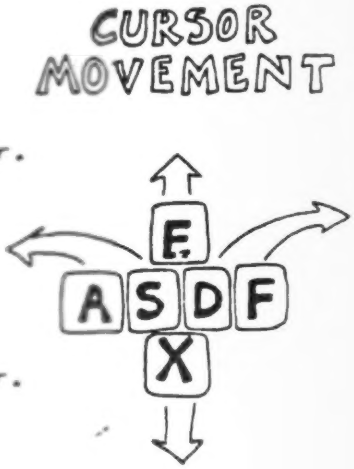
TASK # 4
OPERATION SHEET: HOW TO BOOT WORDSTAR
Page 3

17 - To move cursor to the right :

- a) Hold down CTRL key.
- b) Hit E to move word by word.
- c) Hit D to move character by character.

18 - To move cursor to the left :

- a) Hold down CTRL key.
- b) Hit A to move word by word.
- c) Hit S to move character by character.


CURSOR MOVEMENT
E
A
S
D
F
X

19 - To move cursor up or down :

- a) Hold down CTRL key.
- b) Hit E to go up.
- c) Hit X to go down.

20 - To underscore a word :

- a) Place cursor at the beginning of the word.
- b) Hold down CTRL key.
- c) Hit P (PRINT MENU)
- d) Hit S
- e) Bring cursor to the end of the word.
- f) Hold down CTRL key.
- g) Hit P (PRINT MENU)
- h) Hit S.

Underscore

21 - To make deletions:

- a) to delete one CHARACTER press CTRL G
- b) to delete one WORD press CTRL T
- c) to delete one LINE press CTRL Y
- d) to delete character to the left of cursor press ←

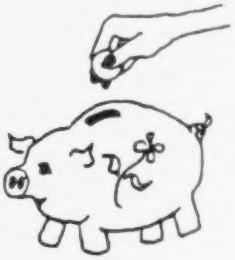
NOW I AM GOING TO DELETE THIS RABBIT
ABRA CA DABRA, CONTROL T
POOF
WORKS EVERY TIME

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK # 4

OPERATION SHEET: HOW TO BOOT WORDSTAR

Page 4

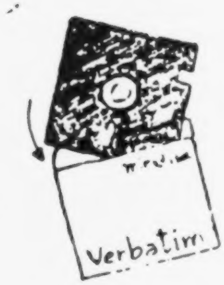


22 - To save text on the diskette :

a) Hold down CTRL key.

b) Hit K (BLOCK MENU)

c) Hit D



23 - Take program and storage disks out of drives and place them into their protective envelopes.

24 - Turn main switch off.

Material developed by HACER INC. prior to Grant period.

TASK #4

INFORMATION SHEET
(Spanish)

WORDSTAR - NIVEL I

COMO COMENZAR CON WORDSTAR

Para comenzar con WORDSTAR ejecute los siguientes pasos :

1 - Inserte el diskette de programa de WORDSTAR en el drive A (lado izquierdo).

2 - Inserte el diskette de almacenamiento de WORDSTAR en el drive B (lado derecho).

3 - Teclee PR#6 y golpee a RETURN.

4 - Empuje el interruptor en la parte trasera de la computadora hacia abajo.

5 - Cuando A> aparezca en la pantalla teclee ws y golpee a RETURN.

6 - Cuando el menu <<< NO FILE >>> aparezca en la pantalla golpee la letra d.

7 - Teclee el nombre de su archivo. Asegurese de comenzar el nombre de su archivo con B: (ejemplo B:perez.doc) y golpee a RETURN.

8 - Para ajustar el margen izquierdo :

- a) mantenga presionada la tecla CTRL (control).
- b) golpee la letra O
- c) suelte la tecla CTRL
- d) golpee la letra L
- e) teclee el numero de la columna para el margen izquierdo (ejemplo : 10) y golpee a RETURN.

9 - Para ajustar el margen derecho :

- a) mantenga apretada la tecla CTRL
- b) golpee la letra O
- c) suelte la tecla CTRL
- d) golpee la tecla R
- e) teclee el numero de la columna para el margen de la derecha (ejemplo : 65) y golpee a RETURN.

10 - Para borrar todas las tabulaciones (----!----!----) :

TASK #4

INFORMATION SHEET (Spanish)
p. 2

a) mantenga la tecla CTRL apretada

b) golpee la F para moverse de palabra en palabra

c) golpee la D para moverse caracter por caracter.

17 - Para mover el cursor hacia la derecha :

a) mantenga apretada la tecla CTRL

b) golpee la tecla A para moverse de palabra en palabra

c) golpee la tecla S para moverse caracter por caracter

18 - Para mover el cursor hacia arriba o hacia abajo :

a) mantenga la tecla CTRL apretada

b) golpee la E para ir hacia arriba

c) golpee la X para ir hacia abajo

19 - Para subrayar una palabra :

a) coloque el cursor al comienzo de la palabra

b) mantenga apretada la tecla CTRL

c) golpee la tecla P

d) suelte la tecla CTRL

e) golpee la tecla S

f) lleve el cursor al final de la palabra

g) mantenga la tecla CTRL apretada

h) golpee la tecla P

i) suelte la tecla CTRL

j) golpee la tecla S

20 - Para grabar texto en el diskette

a) mantenga la tecla CTRL apretada

b) golpee la tecla K

c) suelte la tecla CTRL

d) golpee la tecla D

TASK #4

INFORMATION SHEET (Spanish)

a) mantenga apretada la tecla CTRL

b) golpee la tecla O

c) golpee la tecla N

e) teclee la letra 'a' y golpee a RETURN.

11 - Para preparar una tabulacion :

a) mantenga apretada la tecla CTRL

b) golpee la tecla O

c) suelta la tecla CTRL

d) golpee la tecla I

e) teclee el numero de la columna donde va la tabulacion (ejemplo : 65) y golpee a RETURN.

12 - Comienze a teclear su carta o documento.

13 - Para teclear mayusculas tenga en cuenta lo siguiente :

a) si va a teclear una sola mayuscula golpee a ESP (escape) una vez.

b) si quiere que salgan todas mayusculas golpee a ESP dos veces.

c) si quiera volver a teclear minusculas despues de teclear todas mayusculas (ESP ESP) golpee ESP una vez mas.

14 - Para centralizar un titulo haga lo siguiente :

a) teclee el titulo

b) mantenga apretada la tecla CTRL

c) golpee la tecla O

d) suelte la tecla CTRL

e) golpee la tecla C

15 - Para saltar de tabulacion a tabulacion :

a) mantenga apretada la tecla CTRL

b) golpee la tecla I hasta llegar a la columna deseada.

16 - Para mover el curson hacia la derecha :

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BILINGUAL VOCATIONAL TRAINING

TASK #4
ACTIVITY SHEET #1 J.R.ESL

COMMUNICATIVE TASK: Seeking clarification using modals

DIRECTIONS: Write complete polite requests for clarification by combining the fragments from 1 through 7, with those from A through I. Use the attached sheet.

Examples:- Would you be kind enough to read this word to me?
Combination (2) and (E)

- Would you mind spelling this for me?
Combination (3) and (C)

1. I wonder if you could...
2. Would you be kind enough to...
3. Would you mind...
4. Would you please...
5. Could you...
6. Could you please...
7. I'd appreciate it if you could...

A. ...help me with this?
B. ...read this for me?
C. ...spelling this for me?
D. ...tell me what this word is?
E. ...read this word to me?
F. ...tell me if you think there is a space there?
G. ...help make out this word?
H. ...tell me if this is a number or a letter?
I. ...tell me if this is a period or a comma?

HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #4

ACTIVITY SHEET #1 J.R ESL
p. 2

Ex. 1) a. Combination __1____ and __A_____

b. _I wonder if you could help me with this?__________

2) a. Combination ________ and __________

b.______________________________________

3) a. Combination ________ and __________

b.______________________________________

4) a. Combination ________ and __________.

b. ______________________________________

5) a. Combination ________ and __________

b. ______________________________________

6) a. Combination ________ and __________

b. ______________________________________.

7) a. Combination ________ and __________

b.______________________________________

NAME________________________ DATE________________

HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #4

ACTIVITY SHEET #1 J.R ESL
p. 2

Ex. 1) a. Combination __1______ and __A________

b. __I wonder if you could help me with this?________________________

2) a. Combination __2______ and ________B____

b. Would you be kind enough to read this for me ?________________

3) a. Combination __3______ and ____C______

b. Would you mind spelling this for me?________________________

4) a. Combination __4______ and ________D____

b. Would you please tell me what this word is ?________________

5) a. Combination ____5____ and ____E______

b. Could you read this word to me ?________________________

6) a. Combination ____6____ and ____F______

b. Could you please tell me if you think there is a space here ?

7) a. Combination ____7____ and ____H______

b. I would appreciate it if you could tell me if this is a
number or a letter ?

NAME________________________________ DATE________________

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK#4

ACTIVITY SHEET #2 J.R.ESL

COMMUNICATIVE TASK: Understanding directions

DIRECTIONS: Write an imperative sentence for each of the following commands.

Ex:	L	Change logged disk drive.
	B:	Log into drive B.
	D	Open a file and name it.

COMMAND	IMPERATIVE
1. ^ OC	______
2. ^ ONA	______
3. ^ P	______
4. ^ OR	______
5. ^ KD	______
6. ^ OL	______
7. ^ OS	______
8. ESC ESC	______

NAME ______ DATE ______

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK#4

ACTIVITY SHEET #2 J.R.ESL

COMMUNICATIVE TASK: Understanding directions

DIRECTIONS: Write an imperative sentence for each of the following commands.

Ex: L Change logged disk drive.

B: Log into drive B.

D Open a file and name it.

COMMAND	IMPERATIVE
1. ^ OC	Center the word.
2. ONA	Clear all tabulations.
3. P	Print a file.
4. OR	Set right margin.
5. KD	Save the file.
6. OL	Set left margin
7. OS	Set line spacing.
8. ESC ESC	Capitalize the sentence.

NAME ______________________ DATE ______________

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #4
ACTIVITY SHEET #3 J.R.ESL

COMMUNICATIVE TASK: Seeking clarification using modals

DIRECTIONS: You have been given a written directive for a memorandum to be typed which is incomplete. Write 5 polite requests for clarification necessary to complete your task.

Ex. Could you please tell me what date you want typed on this memorandum?

Type this Memo to
Alan McRonald for me.
Thanks. G. Paul Yates

I thought you'd like to know that we are well "settled in" here in ~~place~~ Dallas. As you may remember, Alan, this is Marge's home area, and the family is delighted to be together again.

Thanks you ~~for~~ again for making it possible for me to transfer to Dallas

GPY

1.____________________

2.____________________

3.____________________

4.____________________

5.____________________

NAME____________________ DATE____________________

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #4
ACTIVITY SHEET #3 J.R.ESL

COMMUNICATIVE TASK: Seeking clarification using modals

DIRECTIONS: You have been given a written directive for a memorandum to be typed which is incomplete. Write 5 polite requests for clarification necessary to complete your task.

Ex. Could you please tell me what date you want typed on this memorandum?

Type this Memo to
Alan McRonald for me.
Thanks. G. Paul Yates

I thought you'd like to know that we are well "settled in" here in ~~place~~ Dallas. As you may remember, Alan, this is Marge's home area, and the family is delighted to be together again.

Thanks ~~[illegible]~~ you for again for making it possible for me to transfer to Dallas

GPY

1. Would you like an indented or full block format ?

2. Could you please tell me who the memorandum is addressesd to ?

3. Would you mind telling me what the first word in the last paragragh is ?

4. Would you mind telling me the subject of the memorandum ?

5. Can you tell me when you would like this memorandum sent ?

NAME______________________ DATE______________

TASK #4
ACTIVITY #4

FACILITATOR WORKSHEET: J.R.ESL

COMMUNICATIVE TASK: Listening comprehension

DIRECTIONS: The facilitator will read the following sentences. On the answer sheet, the participants have a list of steps which are not in the proper order. As the participants hear each step, they must write the step number in the spaces provided on their worksheet. Read each step once.

1. Obtain WordStar disk and data disk.
2. Turn on the main switch.
3. Turn on the monitor.
4. Insert WordStar disk and data disk.
5. Boot Wordstar.
6. Change disk drive from A to b:.
7. Open a file and name it "Memo".
8. Keyboard the information.
9. Check for typographical and spelling errors.
10. Save your file.
11. Print the file.

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BILINGUAL VOCATIONAL TRAINING

TASK #4
ACTIVITY SHEET #4 J.R.E SL

COMMUNICATIVE TASK: Understanding directions (aural)
Listening skills

DIRECTIONS: The following list contains the steps from the procedure to type, save and print a memorandum. These steps are not in the correct sequential order. The facilitator will read the steps in the proper order. As you hear each step, write the step number in the spaces provided on your list. Listen carefully, each step will be read once. The first one has been done for you.

Print the file. ______

Turn on the monitor. ______

Open a file and name it "Memo". ______

Save your file. ______

Keyboard the information. ______

Boot WordStar. ______

Check for typographical and spelling errors. ______

Change disk drive from A to b:. ______

Obtain WordStar disk and data disk. __1__

Turn on the main switch. ______

Insert WordStar disk and data disk. ______

NAME ______________________ DATE ______________

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #4
ACTIVITY SHEET #4 J.R.ESL

COMMUNICATIVE TASK: Understanding directions (aural)
Listening skills

DIRECTIONS: The following list contains the steps from the procedure to type, save and print a memorandum. These steps are not in the correct sequential order. The facilitator will read the steps in the proper order. As you hear each step, write the step number in the spaces provided on your list. Listen carefully, each step will be read once. The first one has been done for you.

Print the file.	11
Turn on the monitor.	4
Open a file and name it "Memo".	7
Save your file.	10
Keyboard the information.	8
Boot WordStar.	5
Check for typographical and spelling errors.	9
Change disk drive from A to b:.	6
Obtain WordStar disk and data disk.	1
Turn on the main switch.	3
Insert WordStar disk and data disk.	2

NAME: ______________________ DATE: ______________

HACER, INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #4

ACTIVITY SHEET - VOCATIONAL

DIRECTIONS: The following memorandum is arranged incorrectly in terms of paragraph order and memo format. Retype the memo in the correct order and format. Use attached sheet to retype memorandum on a typewriter.

---

1. Unit supervisors will distribute registration cards. Complete the cards and drop them in the company mail no later than February 7, 1988. Decals for each registered vehicle will be distributed on February 15, 1988.

2. ejg.

3. The decals will help to ensure parking space for company employees. Many shoppers and employees of other companies have been using the First Avenue parking lot, forcing our employees to look for space on the street.

4. MEMORANDUM

5. Effective March 1, 1988, parking decals will be required on all vehicles parked in company lots. Vehicles without company decals will be towed.

6. SUBJECT: Parking Decals

FROM: Ron Martinez, Assistant Vice President,
Human Resources

DATE: January 10, 1987

TO : All employees

HACER, INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #4 ANSWER SHEET

NOTE: The memorandum should be typed by the student as follows:

MEMORANDUM

DATE: January 10, 1988

TO: All Employees

FROM: Ron Martinez, Assistant Vice President,
Human Resources

SUBJECT: Parking Decals

Effective March 1, 1988, parking decals will be required on all vehicles parked in company lots. Vehicles without company decals will be towed.

The decals will help ensure parking space for company employees. Many shoppers and employees of other companies have been using the First Avenue parking lot, forcing our employees to look for space on the street.

Unit supervisors will distribute registration cards. Complete the cards and drop them in the company mail no later than February 7, 1988. Decals for each registered vehicle will be distributed on February 15, 1988.

ejg.

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TASK #4
ACTIVITY SHEET-VOCATIONAL

NAME______________________________ DATE________________

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #4

ATTACHMENT
STEPS AND TECHNICAL KNOWLEDGE

1. Obtain format instructions for memorandum.
2. Obtain handwritten memorandum.
3. Use facilitator to clarify illegible words.
4. Obtain WS disk and Data disk.
5. Boot WS into the computer.
6. Change disk drive from (A) to (B).
7. Open a file and name it Memo (D).
8. Set left margin at column 6 (^OL).
9. Set right margin at column 72 (^OL).
10. Clear tabs (^ONA).
11. Set line space for single space (^OS)
12. Center title "Memorandum" (^OC).
13. Capitalize headings, press ESC key twice to lock capitals (press ESC once to remove capitals).
14. Type the memorandum.
15. Check and correct typographical errors.
16. Save the file (use^ kd).
17. Turn on printer, turn switch up on back of printer.
18. Insert (8-1/2 x 11) paper in printer (line up edge of paper to red line).
19. Print the file, use (P, hit return).
20. At prompt, name of (file to print), type memo, hit return key.
21. At print option (disk file output Y/N) type N.
22. At print option, (start at page number) hit return.
23. At print option, (stop at page number) hit return.
24. At print option, use form feeds (Y/N) hit return.
25. At print option, suppress page formatting (Y/N) hit return.
26. At print option, pause for paper change between pages (Y/N), hit return.
27. At print option, (ready printer) press return.

HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK#4

OPERATION SHEET

OPERATION: TYPE, SAVE AND PRINT A MEMORANDUM

I. MATERIALS

A. MICROCOMPUTER

1. MONITOR
2. DISK DRIVES
3. KEYBOARD
4. WORDSTAR DISK
5. DATA FILE DISK

1. Obtain format instructions for memorandum.
2. Obtain handwritten memorandum.
3. Use facilitator to clarify illegible words.
4. Obtain WS disk and Data disk.
5. Boot WS into the computer.
6. Change disk drive from (A) to (B).
7. Open a file and name it Memo (D).
8. Set left margin (^OL).
9. Set right margin (^OL).
10. Clear tabs (^ONA).
11. Set line space (^OS).
12. Center title "Memorandum" (^OC).
13. Capitalize headings, press ESC key twice to lock capitals (press ESC once to remove capitals).
14. Type the memorandum.
15. Check and correct typographical errors.
16. Save the file (use^ kd).
17. Turn on printer, turn switch up on back of printer.
18. Insert (8-1/2 x 11) paper in printer (line up edge of paper to red line).
19. Print the file, use (P, hit return).
20. At prompt, name of (file to print), type memo, hit return key.
21. At print option (disk file output Y/N) type N.
22. At print option, (start at page number) hit return.
23. At print option, (stop at page number) hit return.
24. At print option, use form feeds (Y/N) hit return.
25. At print option, suppress page formatting (Y/N) hit return.
26. At print option, pause for paper change between pages (Y/N), hit return.
27. At print option, (ready printer) press return.

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BILINGUAL VOCATIONAL TRAINING

TASK #4
JOB SHEET : Type, Save and Print a One Page Memorandum.
PRACTICE

DIRECTIONS: The attached memorandum to be distributed

TO: SALES DEPARTMENT

FROM: MARY SMITH, SALES MGR.

SUBJECT: FOURTH QUARTER SALES

DATE: CURRENT DATE

I. MATERIALS

a. Microcomputer
b. WordStar disk
c. Data disk

II. FORMAT

Set up the attached handwritten memorandum using the standard To/From style.

Left margin - column 10
Right margin - column 75
Line spacing - single space
Center title
Capitalize headings

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BILINGUAL VOCATIONAL TRAINING

TASK#4
JOB SHEET
PRACTICE

Julia — Type this memo on this afternoon. Thanks. Mary.

Memo

To: Sales Dept.

Date:

From: Mary Smith, Sales Mgr.

Re: Fourth quarter sales.

I am pleased to announce that there has been a sharp increase in sales for the fourth quarter over last year's figures.

Attached is a list that breaks down the principal accounts by geographical area. I wish to extend my compliments to each and every one of you for your outstanding effort in the field.

Doris McKesson has been named head of the Atlanta office, where she will replace Rodney Taylor, who is retiring. Elena Torres assumes Ms McKesson's position.

Finally, the New Products Div. reports several thousand dollars worth of advance orders for its Nuclear Century heating unit thanks to the enthusiasm generated by Robt Knowles' Philip Babcock.

TASK#4

JOB SHEET: Type, Save and Print a One Page Memorandum.
EVALUATION

DIRECTIONS: The attached memorandum to be distributed

TO: ALL EMPLOYEES

FROM: RON MARTINEZ
ASSISTANT VICE PRESIDENT
HUMAN RESOURCES ADMINISTRATION

SUBJECT: PARKING DECALS

DATE: CURRENT DATE

I. MATERIALS

a. Microcomputer
b. WS disk
c. Data disk

II. FORMAT

Set up the following handwritten memorandum using the standard To/From style.

Left margin - column 6
Right margin- column 72
Line spacing - single space
Center title
Capitalize headings

RESOURCE: Communication in Action,
Williams, Eggland.
South Western Publishing Co.,
Pelham Manor, NY

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BILINGUAL VOCATIONAL TRAINING

TASK#4

JOB SHEET: Type, Save and Print Memorandum.
EVALUATION

Effective ______, 1987, parking decals will be required in company lots. Vehicles without company decals will be towed.

The decals will help to insure parking space for company employees. Many shoppers and employees of other companies have been using the First Avenue parking lot, forcing our employees to look for space on the street.

Unit supervisors will distribute registration cards. Complete the cards and drop them in the company mail no later than ______, 1987. Decals for each registered vehicle will be distributed on ______, 1987.

RESOURCE: Communication in Action, Williams, Eggland.
South Western Publishing Co., Pelham Manor, NY

HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #4

PERFORMANCE TEST

TASK: Type, save and print a memorandum

Directions: Demonstrate mastery of keyboarding a memorandum on a microcomputer.

This test evaluates your ability to type, save and print a memorandum. The facilitator will give you a handwritten memorandum which you must keyboard. You must submit a hard copy with 100% accuracy.

No.	Your performance will be evaluated using the items below. All must be "Yes".	YES	NO
1.	Was correct format used?		
2.	Was memorandum free of typographical errors?		
3.	Was memorandum saved on disk?		
4.	Was memorandum printed correctly?		

Trainee	Date	Attempts	Instructor's Signature

TASK #4

PERFORMANCE TEST

TASK: Type, save and print a memorandum

This checklist will be used by the JRE instructor to evaluate the participant during the vocational performance.

	YES	NO
1. Did participants use correct modals for polite request of clarification?		
2. Did participant understand oral clarifications?		
3. Did participant understand written directions?		

Trainee	Date	Attempts	Instructor's Signature

TASK # 5
TYPE, SAVE AND PRINT A LETTER ON AN APPLE II PLUS MICROCOMPUTER

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #5

INFORMATION SHEET: BUSINESS LETTERS

Parts of the letter must be arranged in a sequence that will make the letter meaningful and will contribute to attaining the purposes of the message. Company policy determines styling of business letters.

PARTS OF THE LETTER

1. Letterhead - centered
2. Date - 2 spaces below letterhead (can be typed at right, at left, or centered).
3. Inside Address - 4 spaces under date line.
4. Salutation - 2 spaces from inside address.
5. Body- 2 spaces below Salutation
6. Closing - 2 spaces below last line of body (Capitalize the first word only).
7. Signature - 4 spaces below closing.
8. Reference Initials - left margin, 2 spaces below last line of signature section.

LETTERHEAD

Design of the letterhead helps to project the company's image, An opinion of the company may be formed based on its letterhead.

The letterhead includes name of organization, address, telephone number, and an indication of the type of business in which the organization is engaged.

(For a typed company letterhead, center information; for a personal letter, block information with placement of closing).

COMMONLY USED STATIONERY SIZES:

		Start Date Line on	Use line length of	Set Margins at
Standard:	8½"x11"	Line 15	50 spaces (pica) 60 spaces (elite)	25-80 20-85
Baronial:	5½"x8½"	Line 12	40 spaces (pica) 50 spaces (elite)	30-75 25-80
Monarch: Official:	7¼"x10½") 8"x10½")	Line 14	50 spaces (pica) 60 spaces (elite)	25-80 20-85

DATE

Place with style of letter - Month, Day, and Year.

INSIDE ADDRESS

Includes the name (often a title) and address. Always use a title of respect - Mr., Miss, Mrs., Ms. Use professional titles if known - Professor, Dr., etc.

RELATED COMMUNICATIVE TASK: Understand direcitons, seek clarification and utilize listening skills.

VOCATIONAL TASK: #5 Type, save and print a letter on an Apple II Plus microcomputer

PERFORMANCE OBJECTIVE: Given a handwritten letter and verbal instructions on the format, type a letter and print the file with 100% accuracy in 25 minutes.

STEPS AND TECHNICAL KNOWLEDGE	TECHNICAL TERMS	LANGUAGE FUNCTIONS	STRUCTURES
1. 2. 3. SEE ATTACHMENT 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15.	Letterhead date inside address salutation body closing signature reference initials attention line	COMMUNICATIVE SKILLS Active: speaking Passive: reading comprehension listening comprehension FUNCTIONS Seeking clarificaiton Understanding directions	Modals (for polite request for clarification) Imperative (for instructions) Preposition of position (to describe format)

TOOLS AND MATERIALS

microcomputer	Keyboard	
monitor	WordStar disk	
disk drive	data file disk	printe

BACKGROUND KNOWLEDGE

Knowledge of microcomputer operating system. Knowledge of basic WordStar commands, No File Menu, Main Menu, knowledge of Keyboard.

SAFETY

Care and handling of diskettes.
Adjust brightness of monitor.
Computer Safety Rules.

ATTITUDES

Concentrate on speed and accuracy.
Use correct posture.

LEARNING ACTIVITIES AND RESOURCES

VOCATIONAL

1. LEARNING STRATEGIES
   a. Demonstration: Facilitator instructs on parts of letters and letter styles.
   b. Facilitator demonstrates commands and procedures for margins, centering, line spacing and capitalization.
   c. Participants complete activity sheets #1,2
   d. Hands-on practice. Participants type a letter on a microcomputer
2. EVALUATION
   Performance Test
3. RESOURCES
   a. Information, Operation, Job and Activity Sheets.
   b. Microcomputer facilitator
   c. Business Typing
   d. Workbook for Applied Secretarial Procedures

J.R.ESL

1. LEARNING STRATEGIES
   a. Facilitator lectures on prepositions of position & gives examples on the blackboard.
   b. Participants complete Activity Sheet #1.
   c. Oral Practice (modals), Activity Sheets #2,3.
   d. Listening comprehension-Imperatives, Activity Sheet #4
2. EVALUATION
   Performance Test
3. RESOURCES
   a. Facilitator
   b. Activity Sheets

The salutation usually agrees with first line of inside address.
Company: Gentlemen
Individual: Dear Miss Graham
Dear Professor Brown
Dear Mr. Emhart
Dear Dr. & Mrs. Bastus
More Formal: Dear Sir
Dear Madam
Sir
My dear Mrs. Silva

BODY

Informational content; should have two paragraphs, preferably three. If letter is less than 100 words, double space - indent five or ten spaces for paragraph.

CLOSING

To be appropriate in tone to salutation.

Sincerely, Yours truly, Yours very truly, Cordially yours,
Sincerely yours, Very truly yours, Cordially, Very cordially yours,

SIGNATURE

Type title below typed name.

REFERENCE INITIALS

Initials may be of dictators, secretary, dictator and secretary, or other combination.
MGA:CLS CFS/GCB h/n GRS:jjs

SPECIFIC NOTATIONS

Used to expedite handling, reading and filing of business papers.

1. Method of Mailing - Airmail AIRMAIL
   Registered REGISTERED
   Special Delivery SPECIAL DELIVERY

2. Personal and or confidential - typed in solid capitals above inside address. If this is used, method of mailing is typed under dateline.

3. Attention Line - 2 spaces below inside address and above salutation
   Attention: Attention Mr. Stroll Attention Mr. Stroll
   ATTENTION: Attention of the Personnel Manager

   Indicates someone may take care of matter to avoid delay.
   Salutation is Gentlemen since letter is addressed to firm, not the individual.

4. Subject Line - 2 spaces below salutation; Identifies contents of letter.
   Subject: Subject: __________
   SUBJECT: Subject

5. Company Name or Signature - 2 spaces below closing in solid capitals.

6. Enclosures - one or two spaces below reference initials. If it is an important document, make specific reference to it.
   Enclosure Enc.
   Encl Encs.
   Enclosures: Personal Check No. 96

7. Copy Information - if persons other than addressee are to receive copies - 2 spaces below reference initials.
   CC: Copy to ...
   Copies:
8. P.S. PS - 2 spaces below last notation on page.

SECOND PAGE HEADING

Sometimes letters cannot be completed on one page and the message must be continued on a second and, sometimes, a third page. Plain (not printed letterhead) paper of the same size and quality as the letterhead sheet should be used for continuation pages.

1" from top of page - left margin- Name of addressee
Mr. Steven Frost
Page 2
February 12, 1982

ENVELOPES

1. Return Address - in style used in letter. Left hand corner
2. Attention Line - 3 spaces below return address.
   Personal and confidential notations are placed in the same position.
3. Special Mailing - Ex. SPECIAL DELIVERY - Solid Caps, right hand side, 3 spaces above address.
4. Address - single spaced, city, state and zip on same line, address half way down slightly to left center.

TASK #5

HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

INFORMATION SHEET: PARTS OF THE LETTER
USING THE FULL BLOCK FORMAT

LETTERHEAD

(double space)

DATE
(4 spaces)

NAME
ADDRESS
CITY, STATE, ZIP CODE
(double space)

SALUTATION
(double space)

Opening paragraph of BODY

(double space)

Second or Middle paragraph of BODY

(double space)

Last or Closing paragraph of BODY

(double space)

Closing
(4 spaces)

SIGNATURE
TYPED NAME
TITLE
(double space)

NOTE: Two spaces can also be indicated as double space.

REFERENCE INITIALS
(double space)

ENCLOSURES
(double space)

COPY INFORMATION

TASK #5

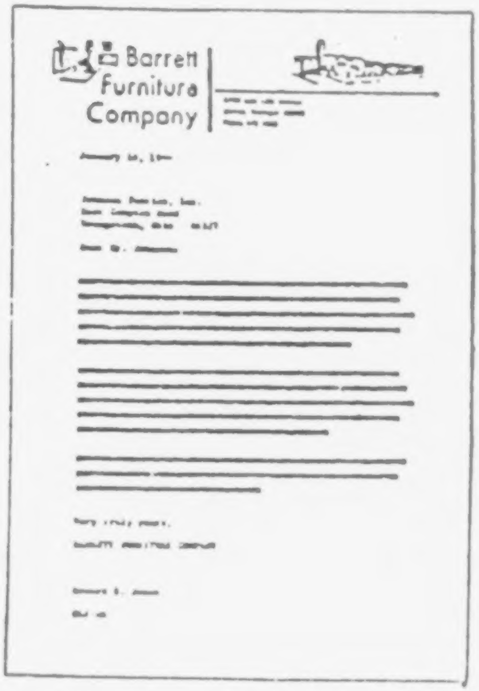
HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

INFORMATION SHEET: LETTER STYLES

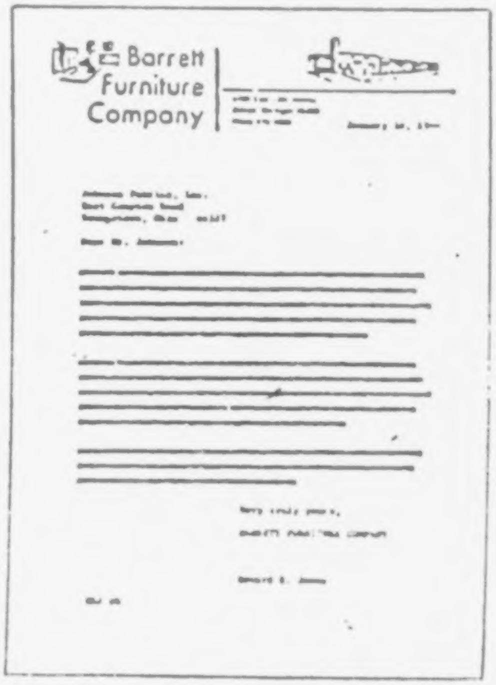
LETTER STYLES CAN BE GROUPED INTO TWO MAIN CATEGORIES:

1. BLOCK FORM
2. INDENTED FORM

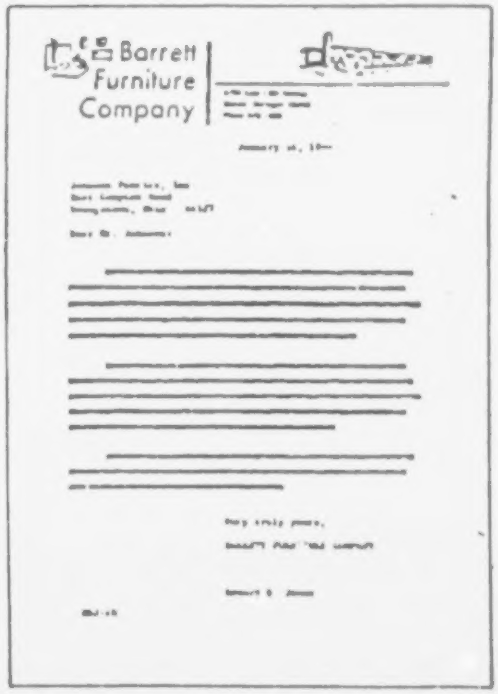
ALL LETTER STYLES ARE MERELY VARIATIONS OF THESE TWO BASIC FORMS. IN BUSINESS TODAY YOU WILL MOST OFTEN SEE THESE FOUR STYLES:


Barrett
Furniture
Company

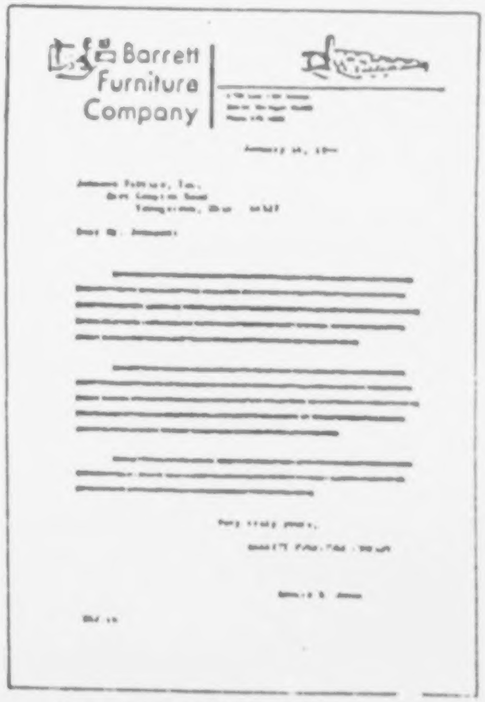
FULL BLOCK STYLE/ SIMPLIFIED


Barrett
Furniture
Company

STANDARD BLOCK STYLE/MODIFIED BLOCK


Barrett
Furniture
Company

SEMIBLOCK STYLE


Barrett
Furniture
Company

INDENTED STYLE

RESOURCE: Business Typing, Monarch Press, 1965.

TASK #5
INFORMATION SHEET
EXAMPLE OF LETTER STYLE: Full Block with Open Punctuation

December 11, 1981

four spaces

Mr. Williams L. Walker
29801 Douglas Circle
Detroit, MI 48206

double space

Dear Mr. Walker

double space

During the past three years, we have employed about forty-five college graduates who concur with you in feeling that banking will be a rewarding career. But the very presence of these ambitious, well-qualified men, Mr. Walker, makes it rather difficult for us to offer starting jobs in our Loan Department.

double space

Here is why: We feel that the adjustment and collection section of our Installment Loan Department is the very best place to teach young men the loaning function. Because we have several men who are preparing for promotion to the consumer-finance section, I cannot be at all encouraging about employing you directly for a position in the installment-loan field.

double space

If you wish to call on us when you arrive in Portland, it will be helpful to both of us if you have already completed the blank that I have sent along. I am sorry that I can't write you a more encouraging letter, but I believe you will agree that a firm must follow the policy of internal promotion to the highly desirable jobs in the installment-loan field.

double space

Thank you, Mr. Walker, for writing to Portland Trust.

double space

Sincerely yours

four spaces

C. A. Barnes
Assistant Cashier

double space

sa

TASK #5
INFORMATION SHEET
EXAMPLE OF LETTER STYLE: Full Block/Simplified

December 10, 1981

four spaces

Mr. Frank L. Roberts, Manager
Fidelity Insurance Company
101 Sorrento Avenue
San Francisco, CA 94121

double space

LEASE BONDS ON BEHALF OF VERNON MACKEY

double space

Thank you, Mr. Roberts, for your letter of March 10 in regard to Lease Bonds on behalf of Vernon Mackey. We are writing the Adam Russell Agency to let it know of your problem.

double space

We find on checking our files that we have charged two different premiums for the same type of bond. Here are the facts:

double space

1. Bond 48944, which was executed November 11, 1958, was executed for $2,000 at the rate of $10 per $1,000. Thus, $20 was charged for the bond. This is the correct premium.

double space

2. Bond 61632 was executed on April 21, 1959, and a total premium of $20 was charged. This, of course, was an error.

double space

3. Bond 61632 was subsequently changed from $1,000 to $2,000 and an additional $20 was charged, making a total premium of $40.

double space

We are correcting our records to show a premium of only $20 on bond 61632 and would appreciate your agent's correcting his records.

double space

It is interesting to note that Mr. Russell wrote us on April 2 to request that we increase the bond to $2,000. He also asked that we erase the problem of $20 and change it to $40 at the bottom of the bond. We unthinkingly complied with his request.

four spaces

MARSHALL LANE, MANAGER

double space

nht

TASK #5
INFORMATION SHEET

EXAMPLE OF LETTER STYLE: Modified Block

December 11, 1981

four spaces

Mr. Jerome E. McDonald
1184 Washington Street
Nashville, TN 38128

double space

Dear Mr. McDonald:

double space

This letter is typed in the modified-block style, which is that most commonly used for business letters.

double space

With this style of letter, the date may (1) end at the right margin, (2) be centered, or (3) begin at the exact center. Some firms using the modified-block style indent all paragraphs either five or ten spaces. The efficient typist sets tab stops to take care of all necessary indentations.

double space

This sample letter contains mixed punctuation, which is the most popular kind used in business letters. With this punctuation a colon follows the salutation, and a comma follows the complimentary closing.

double space

Every letter should include the seven parts shown in this sample. The writer's name should be both handwritten and typewritten. Although several additional parts may be used in business letters, they are not used by more firms. In recent years letter styles have become much simpler. In the years ahead perhaps the salutation and the complimentary closing may disappear.

double space

With any letter style, Mr. McDonald, try to address to address the person by name at least once, preferably near the end of the letter.

double space

Sincerely yours,

four spaces

Andrew L. Weldon

double space

rsm

TASK #5
INFORMATION SHEET

EXAMPLE OF LETTER STYLE: Full Block with Mixed Punctuation

December 11, 1981
double space
Our file number: 231-45

four spaces

SPECIAL DELIVERY
double space
The Carter Products Company
114 Orange Boulevard
Newark, NY 07113
double space
Attention: Mr. Howard L. Dixon
double space
Gentlemen:
double space
Subject: DAMAGED MATERIALS IN OUR ORDER NO. 1168
double space
It is good to know that you are taking prompt action in regard to the subject order. As yet, however, we have not heard from the trucking firm.
double space
Since you do not wish us to deal directly with the trucking firm, we shall appreciate your cooperation in getting in touch with it at once so that we shall know how to plan our summer sales.
double space
As you requested, we are enclosing a photostatic copy of our invoice.
double space
Your help will be deeply appreciated.
double space
Very truly yours,
double space
THE DAWSON CORPORATION

four spaces

Mark L. Davidson, Manager
Adjustment Department
double space
kmg
double space
enclosure
double space
P.S. If we are to use the goods as planned, this matter must be settled by July 3.
double space
cc: Mr. Frank Newcomb, Newark Branch Office

TASK #5

TECHNICAL TERMS

ATTENTION LINE:	attention line gives attention to the subject of the correspondence.
BODY:	the text of the letter.
COMPLIMENTARY CLOSING:	a polite form of ending a letter, ex: Best regards, Yours truly, etc.
DATE LINE:	indicates day, month and year letter was typed.
INSIDE ADDRESS:	complete name, title and address where letter is to be sent.
LETTERHEAD:	the printed name, address, telephone number of the company which sends the letter.
REFERENCE INITIALS:	identifies the originator of letter and the typist.
SALUTATION:	"Dear" plus the first or last name of the person to whom the letter is addressed.
SIGNATURE:	handwritten name of the originator of the letter.

HACER, INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #5

ACTIVITY SHEET #1: J.R.ESL

COMMUNICATIVE TASK: Utilizing prepositions

DIRECTIONS: Study your letter style examples. Observe how the parts of the letters are positioned in each style. Consult your example sheets to complete the following sentences using:

Preposition of position: Under/to the left/above, etc.

1. In a standard or modified block style, the date is ____ ____ _____ ______of the body of the letter.
2. In a standard or modified block style the inside address and the salutation are _________ __________ _________ __________.
3. In all letter styles, the salutation is directly ___________ the inside address.
4. The body of the letter starts two spaces _________the salutation.
5. The complimentary closing is typed two spaces _______ the last paragraph of the body.
6. The sender's name is typed from spaces ________the complimentary close.
7. The initials of the sender are __________ _________ those of the person who typed the letter.
8. In semi-block style, the first word of each paragraph starts 5 spaces ______ _________ ______ of the left margin.

NAME________________________________ DATE__________________

HACER, INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #5

ACTIVITY SHEET #1: J.R.ESL

COMMUNICATIVE TASK: Utilizing prepositions

DIRECTIONS: Study your letter style examples. Observe how the parts of the letters are positioned in each style. Consult your example sheets to complete the following sentences using:

Preposition of position: Under/to the left/above, etc.

1. In a standard or modified block style, the date is (on) (the) (right) (side) of the body of the letter.
2. In a standard or modified block style the inside address and the salutation are (on) (the) (left) (side).
3. In all letter styles, the salutation is directly (below) the inside address.
4. The body of the letter starts two spaces (below) the salutation.
5. The complimentary closing is typed two spaces (below) the last paragraph of the body.
6. The sender's name is typed from spaces (below) the complimentary close.
7. The initials of the sender are (followed) (by) those of the person who typed the letter.
8. In semi-block style, the first word of each paragraph starts 5 spaces (to) (the) (right) of the left margin.

HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #5

ACTIVITY SHEET #2 : J.R.ESL

COMMUNICATIVE TASK : Seeking Information/(modals) request for clarification
Oral practice

DIRECTIONS:
Formulate a question to ask your partner about each of the following vocabulary items in Column A.

Select a phrase in Column B to formulate the questions. The questions should be intended to clarify how the orginator (your partner) wants the letter typed.

Example: initials/Would you like...

Would you like me to put both your initials and name?

Column A

- style
- copies
- title
- date
- body
- specific notations
- inside address

Column B

- Would you like...
- Could you please...
- Would you kindly...
- Would you please...

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #5

ACTIVITY SHEET #2: J.R.ESL

SCORING SHEET AND FLUENCY LEVELS

Trainee's Name ____________________

Performance Objective ____________________

____

Date of Test ____________________

Criteria	5	4	3	2	1	
Rhetoric						X 6 = ________
Register/Style						X 3 = ________
Syntax						X 4 = ________
Vocabulary						X 6 = ________
Pronunciation						X 1 = ________

Weighted Score ________

Errors Noted:

Recommendation for additional work:

Evaluated by: ____________________

Resource: Miranda Associates

TASK #5

ACTIVITY SHEET #3: J.R.ESL

COMMUNICATIVE TASK: Seeking clarification
Oral Practice

DIRECTIONS:
Look at the letter to Mr. Gardner which you have been assigned to keyboard. Use the following modals to ask the facilitator for clarification.

Would you like...

Could you please...

Would you kindly...

Would you please...

Example:

Ms. Ramos, could you please tell me whether this is an (s) or an (n)?

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #5

ACTIVITY SHEET #3: J.R.ESL

SCORING SHEET AND FLUENCY LEVELS

Trainee's Name ____________________

Performance Objective ____________________

____

Date of Test ____________________

Criteria	5	4	3	2	1	
Rhetoric						X 6 = ________
Register/Style						X 3 = ________
Syntax						X 4 = ________
Vocabulary						X 6 = ________
Pronunciation						X 1 = ________

Weighted Score ________

Errors Noted:

Recommendation for additional work:

Evaluated by: ____________________

Resource: Miranda Associates

HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #5

Facilitator Worksheet

ACTIVITY SHEET #4 : J.R.ESL

COMMUNICATIVE TASK: Listening comprehension/matching (aural)

DIRECTIONS:
The facilitator reads the following sentences. On the answer sheet, the trainees have a list of the computer commands necessary to type save and print a letter. The commands are numbered from 1 to 10. The trainees must list the number(s) of the corresponding computer command to the facilitator's oral commands.

Correct Answers	Facilitator's oral commands
3,9	Change the logged disk drive
7	Open a file
8	Set the left margin
2	Set the right margin
4	Set the line spacing for single space
10	Type the letter
5	Save the file
1,6	Print the file

HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #5

Student Worksheet

ACTIVITY SHEET #4: J.R.ESL

COMMUNICATIVE TASK: Listening comprehension/matching (aural)

DIRECTIONS:
Listen to the facilitator's oral instructions on the procedure to type, save and print a letter. Write the number(s) corresponding to the computer command as you hear each sentence the facilitator reads.

Computer Commands

1. P
2. ^OR
3. B:
4. ^OS1
5. ^Kd
6. ESC
7. D
8. ^OL
9. L
10. (no command, just typing)

The facilitator will give eight (8) instructions.

Place the number(s) of the computer command in the space provided:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________

Name______________________________ Date___________________

MACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #5

ACTIVITY SHEET #1 VOCATIONAL

DIRECTIONS : Match the terms in Column A with corresponding definition, abbreviation, or example item in Column B.

Column A		Column B
1. attention line	______	a. Identifies the originator of the letter and the typist.
2. body	______	b. cc:
3. complimentary closing	______	c. The complete name or title and address where the letter is to be sent.
4. copy information	______	d. The printed name, address & other communication information of the organization from which the letter originates.
5. date line	______	e. Attn/Attention:
6. enclosure(s)	______	f. Enc/Encl/Encs/Encls
7. letterhead	______	g. The handwritten name of the originator of the letter.
8. inside address	______	h. Dear plus the title &/or name of the person to whom the letter is addressed.
9. reference initials	______	i. yours truly, sincerely yours, sincerely, Best regards, etc.
10. salutation	______	j. The text of the letters.
11. signature	______	k. Exactly when the letter is written.
12. subject line	______	l. RE:

Name______________________________ Date______________________

HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #5

ACTIVITY SHEET #1 VOCATIONAL

DIRECTIONS: Match the terms in Column A with corresponding definition, abbreviation, or example item in Column B.

Column A		Column B
1. attention line	e	a. Identifies the originator of the letter and the typist.
2. body	j	b. cc:
3. complimentary closing	i	c. The complete name or title and address where the letter is to be sent.
4. copy information	b	d. The printed name, address & other communication information of the organization from which the letter originates.
5. date line	k	e. Attn/Attention:
6. enclosure(s)	f	f. Enc/Encl/Encs/Encls
7. letterhead	d	g. The handwritten name of the originator of the letter.
8. inside address	c	h. Dear plus the title &/or name of the person to whom the letter is addressed.
9. reference initials	a	i. yours truly, sincerely yours, sincerely, Best regards, etc.
10. salutation	h	j. The text of the letters.
11. signature	g	k. Exactly when the letter is written.
12. subject line	l	l. RE:

Name________________________ Date____________________

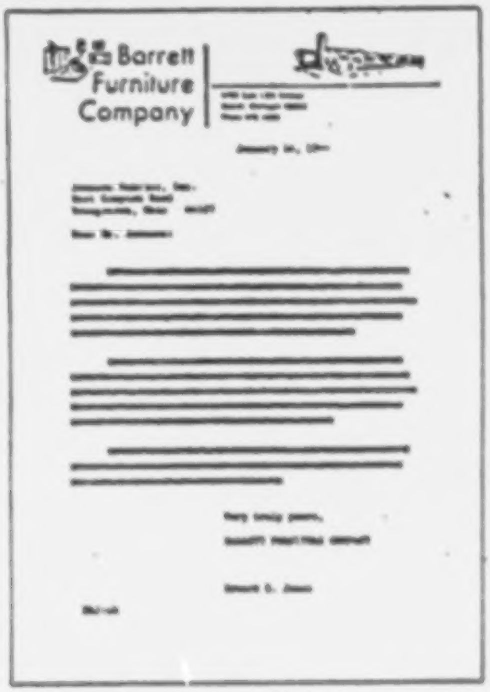
HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #5

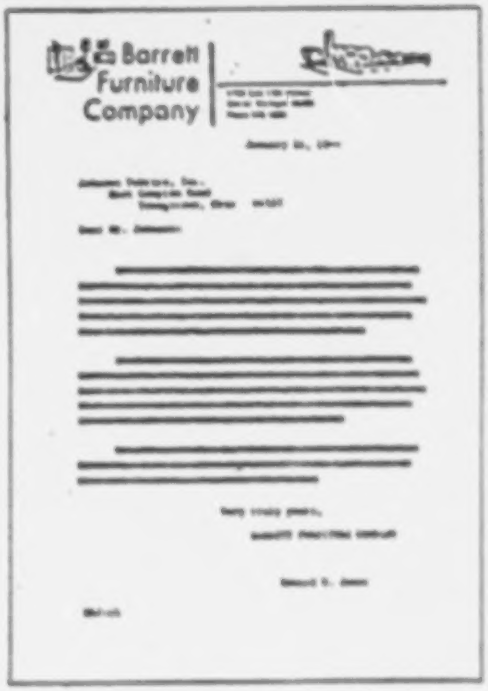
ACTIVITY SHEET #2 VOCATIONAL

DIRECTIONS: Study each letter style. Select from the letter styles listed below, the correct style represented. Write your answer under each picture.

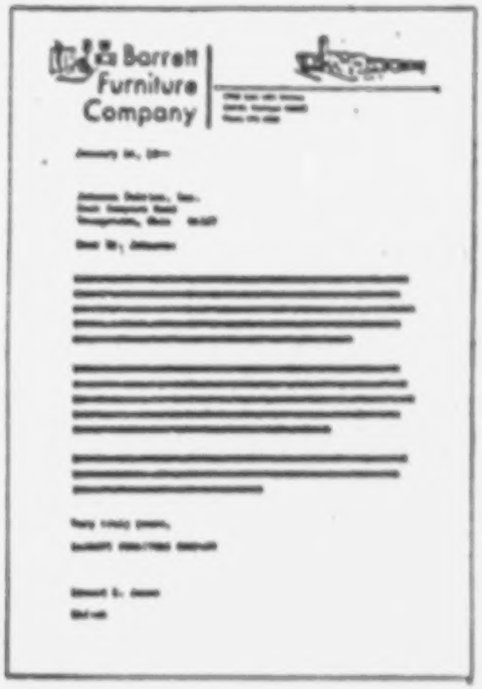
LETTER STYLE LIST: Full Block Standard Block, Semi-block, Indented


Barrett Furniture Company

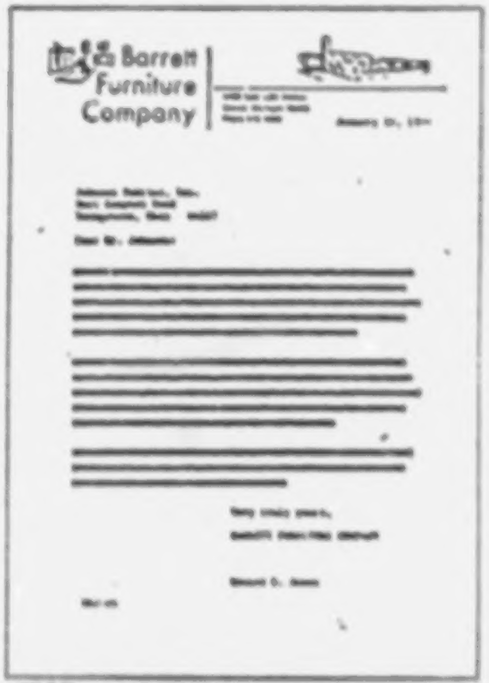
STYLE: ____________________


Barrett Furniture Company

STYLE: ____________________


Barrett Furniture Company

STYLE: ____________________


Barrett Furniture Company

STYLE: ____________________

NAME ____________________ DATE: ____________________

RESOURCE: Business Typing, Monarch Press, 1965.

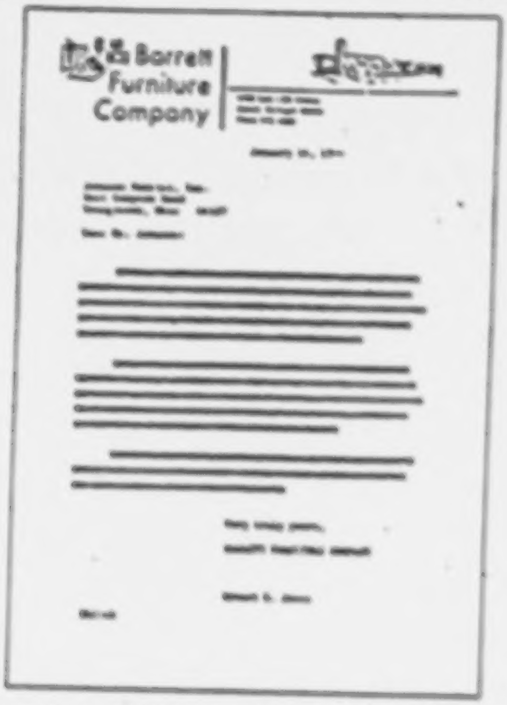
HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #5

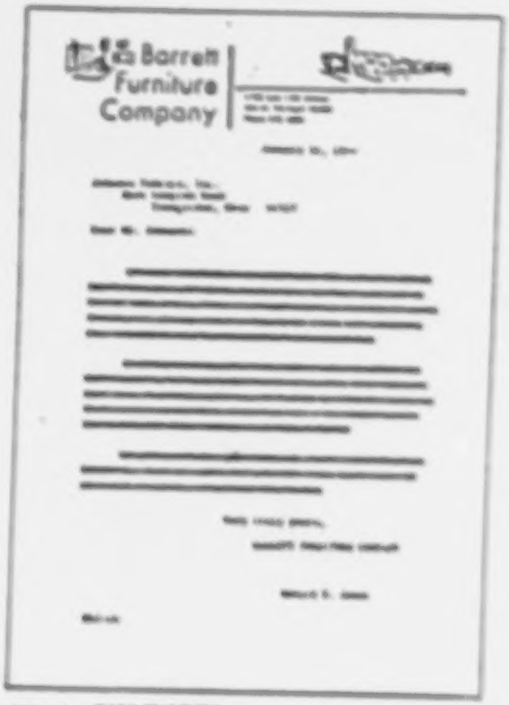
ACTIVITY SHEET #2 VOCATIONAL

DIRECTIONS: Study each letter style. Select from the letter styles listed below, the correct style represented. Write your answer under each picture.

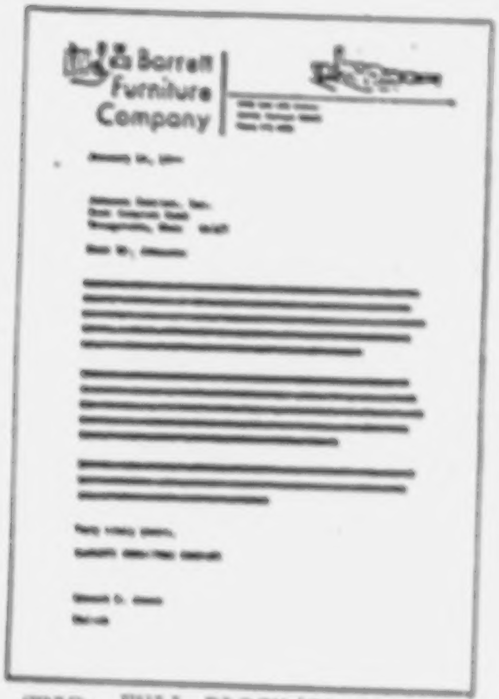
LETTER STYLE LIST: Full Block Standard Block, Semi-block, Indented


Barrett Furniture Company

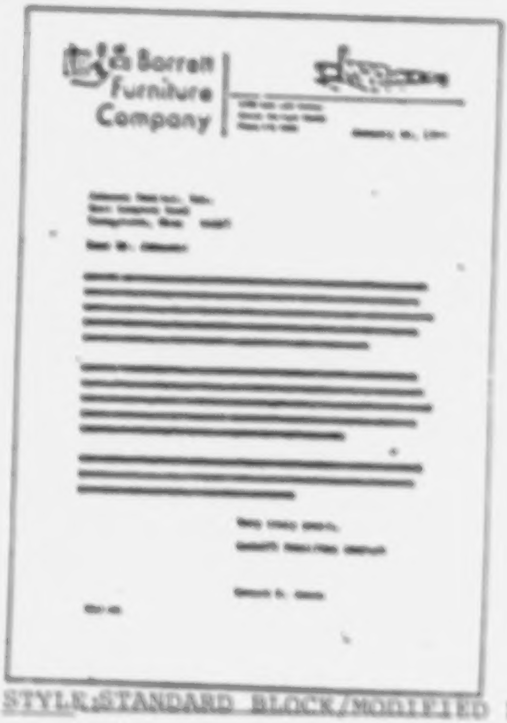
STYLE: STANDARD BLOCK/MODIFIED BLOCK


Barrett Furniture Company

STYLE: INDENTED


Barrett Furniture Company

STYLE: FULL BLOCK/SIMPLIFIED


Barrett Furniture Company

STYLE: STANDARD BLOCK/MODIFIED BLOCK

NAME: ______________________ DATE: ______________________

RESOURCE: Business Typing, Monarch Press, 1965.

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #5
ATTACHMENT: STEPS AND TECHNICAL KNOWLEDGE

1. Obtain WORDSTAR disk and data disk
2. Obtain operation sheet
3. Obtain handwritten letter
4. Seek clarification from Facilitator on illegible words
5. Boot the microcomputer
6. Change disk drive (A) to (B)
7. Open a file name it "Letter"
8. Set Left margin (OL)
9. Set Right margin (OR)
10. Set line spacing for single space (OS)
11. Type the date
12. Type inside address
13. Type the salutation
14. Type the body of the letter
15. Type the complimentary close
16. Type the originator's name and title
17. Check for and correct typographical errors
18. Save and file (KD)
19. Incert (8 1/2 x11) paper in printer
20. Print the file "Letter" (P,ESC)

HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #5

OPERATION SHEET

OPERATION: TYPE, SAVE AND PRINT A LETTER

I. MATERIALS

A. MICROCOMPUTER
   1. MONITOR
   2. DISK DRIVES
   3. KEYBOARD
   4. WORDSTAR DISK
   5. DATA FILE DISK

B. HANDWRITTEN LETTER

II. PROCEDURE:

HOW TO TYPE, SAVE AND PRINT A LETTER

1. Obtain WORDSTAR disk and data disk
2. Obtain operation sheet
3. Obtain handwritten letter
4. Seek clarification from Facilitator on illegible words
5. Boot the microcomputer
6. Change disk drive (A) to (B)
7. Open a file name it "Letter"
8. Set Left margin (OL)
9. Set Right margin (OR)
10. Set line spacing for single space (OS)
11. Type the date
12. Type inside address
13. Type the salutation
14. Type the body of the letter
15. Type the complimentary close
16. Type the originator's name and title
17. Check for and correct typographical errors
18. Save and file (KD)
19. Incert (8 1/2 x11) paper in printer
20. Print the file "Letter" (P,ESC)

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #5

JOB SHEET #1 TYPE, SAVE AND PRINT A LETTER
(PRACTICE)

DIRECTIONS: Type save and print the attached letter to Mr. Gardner on a microcomputer using the four basic letter styles you have studied. You must submit a hard copy in each style.

I. MATERIALS

a. Microcomputer
b. Monitor
c. Disk drives
d. Wordstar disk
e. Data file disk
f. Handwritten letter
g. United Products letterhead (4)

II. FORMAT

Type the letter on each of the following styles:

1. Full block/simplified
2. Standard block style
3. Semiblock style
4. Indented style

PROCEDURE

You should use the editing functions of the Wordstar program to reform the text to conform to each style.

1. Boot the microcomputer using Wordstar program
2. Keyboard the letter
3. Check for typos
4. Save and print the letter
5. Reform the letter for second style
6. Check for errors
7. Save and print the letter for second style
8. Reform the letter for third style
9. Check for errors
10. Save and print the letter
11. Reform the letter for fourth style
12. Check for errors
13. Save and print the letter

Resource Letterhead: Workbook for Applied Secretarial Sciences
Seventh Edition
Fries, Rowe, Travis, Blockhus
Gregg Division/McGraw Hill Book Company
New York, New York.

HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #5
JOB SHEET #1 PRACTICE

currenr date

L. A. Gardner
52 Main Street
Flushing N.Y. 11354

Dear Mr. Gardner,

We are happy to announce the organization of the firm whose name, address and telephone numbers appear in the above letterhead. Our company will deal with the import and export of a wide variety of consumer goods, many of which are indicated on the list attached for your information.
As experts of long standing in this field, backed by a staff of highly-specialized employees, we feel confident of our ability to offer you the best of service. With branches in the most important cities of the world, we are equipped to operate successfully on an international scale.
Do you have an import or ~~x~~ export problem?
We will be glad to help you solve it.
Very truly yours,

Malcolm Crein
Vice President, Marketing

TASK #5

UNITED PRODUCTS CORPORATION
500 MADISON AVENUE NEW YORK, NEW YORK 10022

RESOURCE: Workbook for Applied Secretarial Procedures, Fries/Rowe
Travis/Blockhus

TASK #5

UNITED PRODUCTS CORPORATION

500 MADISON AVENUE NEW YORK, NEW YORK 10022

TASK #5

UNITED PRODUCTS CORPORATION
500 MADISON AVENUE NEW YORK, NEW YORK 10022

Current date

Mr. L. A. Gardner
52 Main Street
Flushing, NY 11354

Dear Mr. Gardner:

We are happy to announce the organization of the firm whose name, address and telephone numbers appear in the above letterhead. Our company will deal with the import and export of a wide variety of consumer goods, many of which are indicated on the list attached for your information.

As experts of long standing in this field, backed by a staff of highly-specialized employees, we feel confident of our ability to offer you the best of service. With branches in the most important cities of the world, we are equipped to operate successfully on an international scale. Do you have an import or export problem? We will be glad to help you solve it.

Very truly yours,

Malcolm Corin
Vice President, Marketing

RESOURCE: Workbook for Applied Secretarial Procedures, Fries/Rowe
Travis/Blockhaus

TASK #5

UNITED PRODUCTS CORPORATION
500 MADISON AVENUE NEW YORK, NEW YORK 10022

Current date

Mr. L. A. Gardner
52 Main Street
Flushing, NY 11354

Dear Mr. Gardner:

We are happy to announce the organization of the firm whose name, address and telephone numbers appear in the above letterhead. Our company will deal with the import and export of a wide variety of consumer goods, many of which are indicated on the list attached for your information.

As experts of long standing in this field, backed by a staff of highly-specialized employees, we feel confident of our ability to offer you the best of service. With branches in the most important cities of the world, we are equipped to operate successfully on an international scale. Do you have an import or export problem? We will be glad to help you solve it.

Very truly yours,

Malcolm Corin
Vice President Marketing

TASK #5

UNITED PRODUCTS CORPORATION
500 MADISON AVENUE
NEW YORK, NEW YORK 10022

Current date

Mr. L. A. Gardner
52 Main Street
Flushing, NY 11354

Dear Mr. Gardner:

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Malcolm Corin
Vice President, Marketing

HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #5

JOB SHEET: Type, save and print a full block style letter with 60 character line length using an Apple II Plus microcomputer.

THE ATTACHED LETTER GOES TO:

Mr. Howard K. Ransome, President
Peerless Novelty Supply Company
64 South Wabash Street
Chicago, Il 60633

FROM:

Robert C. Hinman
Branch Manager
United Products Corporation
500 Madison Avenue
New York, NY 10022

I. MATERIALS

A. MICROCOMPUTER

1. Monitor
2. Disk drive
3. Keyboard
4. WordStar disk
5. Data file disk

B. HANDWRITTEN DRAFT OF LETTER

II. FORMAT

1. Double space after letterhead
2. Type current data
3. Four (4) spaces between date and address
4. Set left margin
5. Set right margin
6. Type single space
7. Double space between paragraphs
8. Double space between last paragraph and closing
9. Four (4) spaces between closing and signature

SOURCE: Workbook for Applied Secretarial Procedures, Fries-Rowe-Travis-Blockhus. Gregg Division/McGraw-Hill Book Company.

HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #5

DIRECTIONS: Type, save and print this letter on United Products letterhead. The facilitator will give you 25 minutes to complete this task.

Dear Ms. Ranome

Last week you mentioned that you had some convention display equipment that you no longer need and would like to sell. I believe you had in mind a price of $350,

At this time, I thought we would not be interested in buying this equipment, since we were negotiating with another company for something similar. Today I learned that this company has decided to keep its equipment for dealer displays.

Is the equipment still available? If so, we would like to buy it. Just call Mr. Leslie at our Chicago office (782-1680), and he will arrange to have the equipment picked up. We are in a bit of a rush for it, since we hope to be able to use it for the Paper Manufacturers Convention in Milwaukee next month.

I hope you enjoyed the convention in Atlanta over the weekend. Tom Conners of Pearson-Wells, was there. He seems to think that there is a swing to plastic packaging materials -- says he already has 65 orders from western supply houses for his Vu-More line.

How did your new Tom Thumb pencils go.

Sincerely yours,

HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #5

PERFORMANCE TEST

TASK: Type, save and print a letter on Apple II Plus microcomputer

Directions: Demonstrate mastery of keyboarding a letter on a microcomputer.

This test evaluates your ability to type, save and print a letter. The facilitator will give you a handwritten letter which you must keyboard. You must submit a hard copy with 100% accuracy in 25 minutes

No.	Your performance will be evaluated using the items below. All must be "Yes".	YES	NO
1.	Was correct format used?		
2.	Was letter free of typographical errors?		
3.	Was letter saved on disk?		
4.	Was letter printed correctly?		
5.	Was letter typed in 25 minutes or less?		

Trainee	Date	Attempts	Instructor's Signature

TASK #5

PERFORMANCE TEST
TASK: Type, save and print a letter on Apple II Plus microcomputer
This checklist will be used by the JRE instructor to evaluate the participant during the vocational performance.

	YES	NO
1. Did participants use correct modals for polite request of clarification?		
2. Did participant understand oral clarifications?		
3. Did participant understand written directions?		

Trainee	Date	Attempts	Instructor's Signature

TASK # 6

TYPE, SAVE AND PRINT A MANUSCRIPT ON AN APPLE II PLUS MICROCOMPUTER

TASK #6

RELATED COMMUNICATIVE TASK: Understand directions, employ listening skills and seek clarification.

VOCATIONAL TASK: #6: Type, save and print a manuscript on an Apple II Plus microcomputer.

PERFORMANCE OBJECTIVE: Given a handwritten manuscript, type the manuscript using a microcomputer, save and print the file with 100% accuracy in 1 hour.

STEPS AND TECHNICAL KNOWLEDGE	TECHNICAL TERMS	LANGUAGE FUNCTIONS	STRUCTURES
1. 2. 3. SEE ATTACHMENT 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15.	Manuscript Report Unbound Left bound Top margin	COMMUNICATIVE SKILLS Passive: Reading Comprehension Listening Active: Speaking FUNCTIONS Understand directions Seek clarification	Modals in polite request Y/N & Wh - questions in polite requests

TOOLS AND MATERIALS

Microcomputer
Handwritten manuscript
WordStar disk - Data disk

BACKGROUND KNOWLEDGE

Knowledge of microcomputer
Knowledge of booting system

SAFETY

Care and handling of disks
Computer safety rules
Adjust brightness of monitor

ATTITUDES

Concentrate on speed and accuracy

LEARNING ACTIVITIES AND RESOURCES

VOCATIONAL

1. LEARNING STRATEGIES
   a. Demonstration: facilitator outlines manuscript format using sample typed manuscript.
   b. Hands-on practice (individual)
2. EVALUATION

   Performance Test
3. RESOURCES
   a. Word Processing Skills & Applications
   b. Reading Improvement
   c. Facilitator
   d. Information, Operation, Job, and Activity Sheets

J.R. ESL

1. LEARNING STRATEGIES
   a. Oral Practice - Understand directions, Activity Sheet # 1
   b. Modals/polite requests, Activity Sheet # 2
2. EVALUATION

   Performance Test
3. RESOURCES
   a. Activity sheets
   b. Facilitator

TASK #6

INFORMATION SHEET

I. INTRODUCTION

Manuscripts or reports are essential in business for transmitting information. They are usually accompanied by graphics which highlight the information in the report. Manuscripts need a special format which you will learn in this exercise.

II. MANUSCRIPT GUIDELINES:

A. LINE SPACING:
Double space the body of the manuscript; indent paragraphs.

B. WORD DIVISION:
1. Do not divide the last word on a page.
2. Do not divide a word at the end of more than two consecutive lines in the body.

C. CENTERING:
1. The center point is 54(Elite) or 45 (Pica).
2. The left margin should be wider than the right margin to allow binding.

D. PARAGRAPHS:
1. Do not carry the last line of a paragraph to the next page.
2. Do not start a paragraph at the end of a page if there is no room.

III. MARGIN SETTINGS:

There are two types of manuscripts,
a. Unbound
b. Leftbound

	Left Margin	Right Margin	Bottom Margin	Top Margin	
				First Page	Second Page, etc.
Unbound	1"	1"	1"	2" elite	1"
				1½" pica	1"
Leftbound	1½"	1"	1"	2" elite	1"
				1½" pica	1"

TASK # 6

INFORMATION SHEET
p. 2

IV. PAGINATION:

	First Page	Second Page, etc.
Unbound	center page number on fourth line from the bottom edge of the paper	type page number 4 lines from top edge of page, *at* right margin; triple-space after typing the page number
Leftbound	when page number is typed, center it 4 lines above the bottom edge of the paper	type page number 4 lines from top edge of page, *at* right margin; triple-space after typing the page number

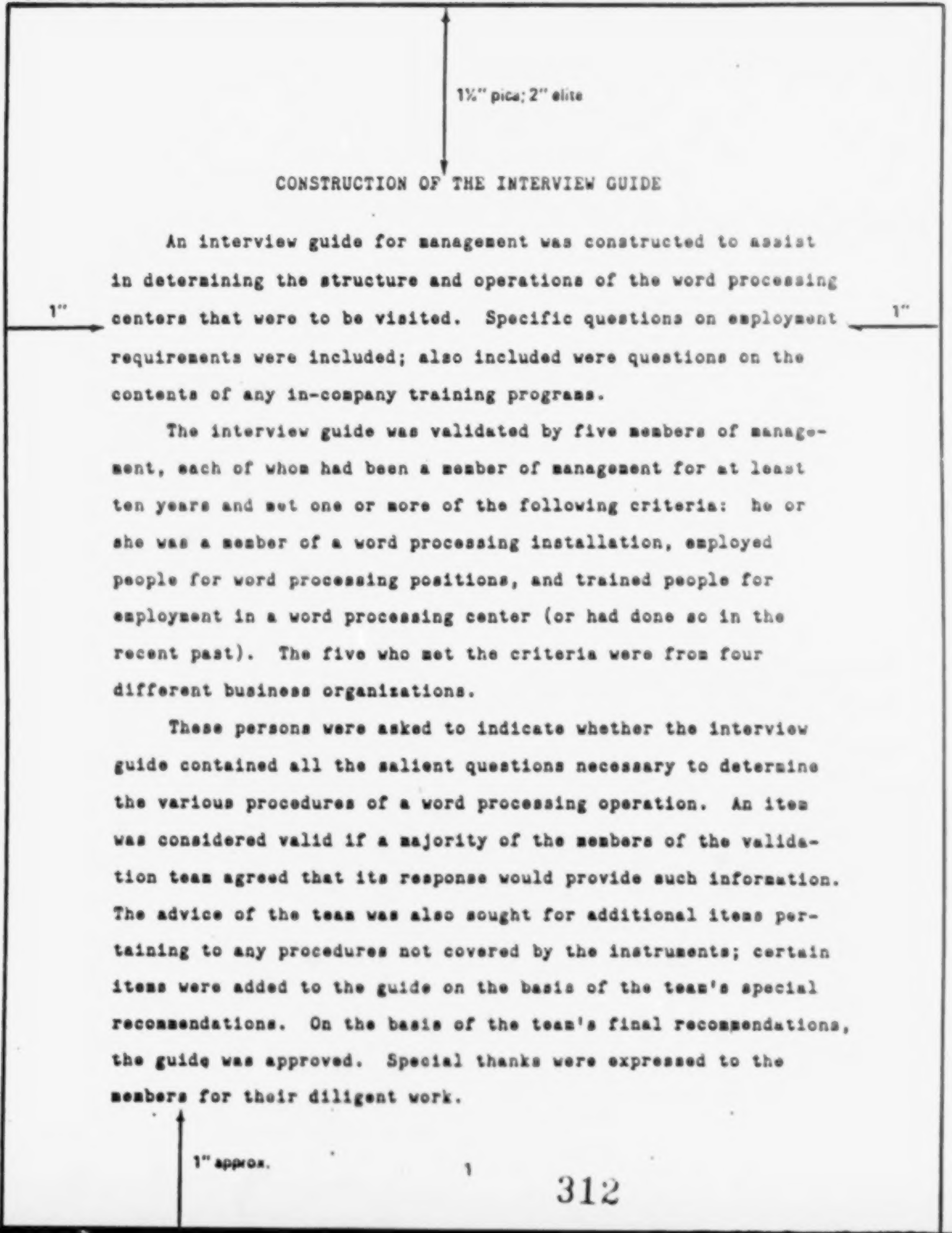
RESOURCE: Word Processing Skills and Applications,
Mary Anne Flynn/Elizabeth Walls.
Reston Publishing Co.

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #6

INFORMATION SHEET: MANUSCRIPT FORMAT STYLES

UNBOUND MANUSCRIPT


1½" pica; 2" elite
1"
1"
1" approx.
1

CONSTRUCTION OF THE INTERVIEW GUIDE

An interview guide for management was constructed to assist in determining the structure and operations of the word processing centers that were to be visited. Specific questions on employment requirements were included; also included were questions on the contents of any in-company training programs.

The interview guide was validated by five members of management, each of whom had been a member of management for at least ten years and met one or more of the following criteria: he or she was a member of a word processing installation, employed people for word processing positions, and trained people for employment in a word processing center (or had done so in the recent past). The five who met the criteria were from four different business organizations.

These persons were asked to indicate whether the interview guide contained all the salient questions necessary to determine the various procedures of a word processing operation. An item was considered valid if a majority of the members of the validation team agreed that its response would provide such information. The advice of the team was also sought for additional items pertaining to any procedures not covered by the instruments; certain items were added to the guide on the basis of the team's special recommendations. On the basis of the team's final recommendations, the guide was approved. Special thanks were expressed to the members for their diligent work.

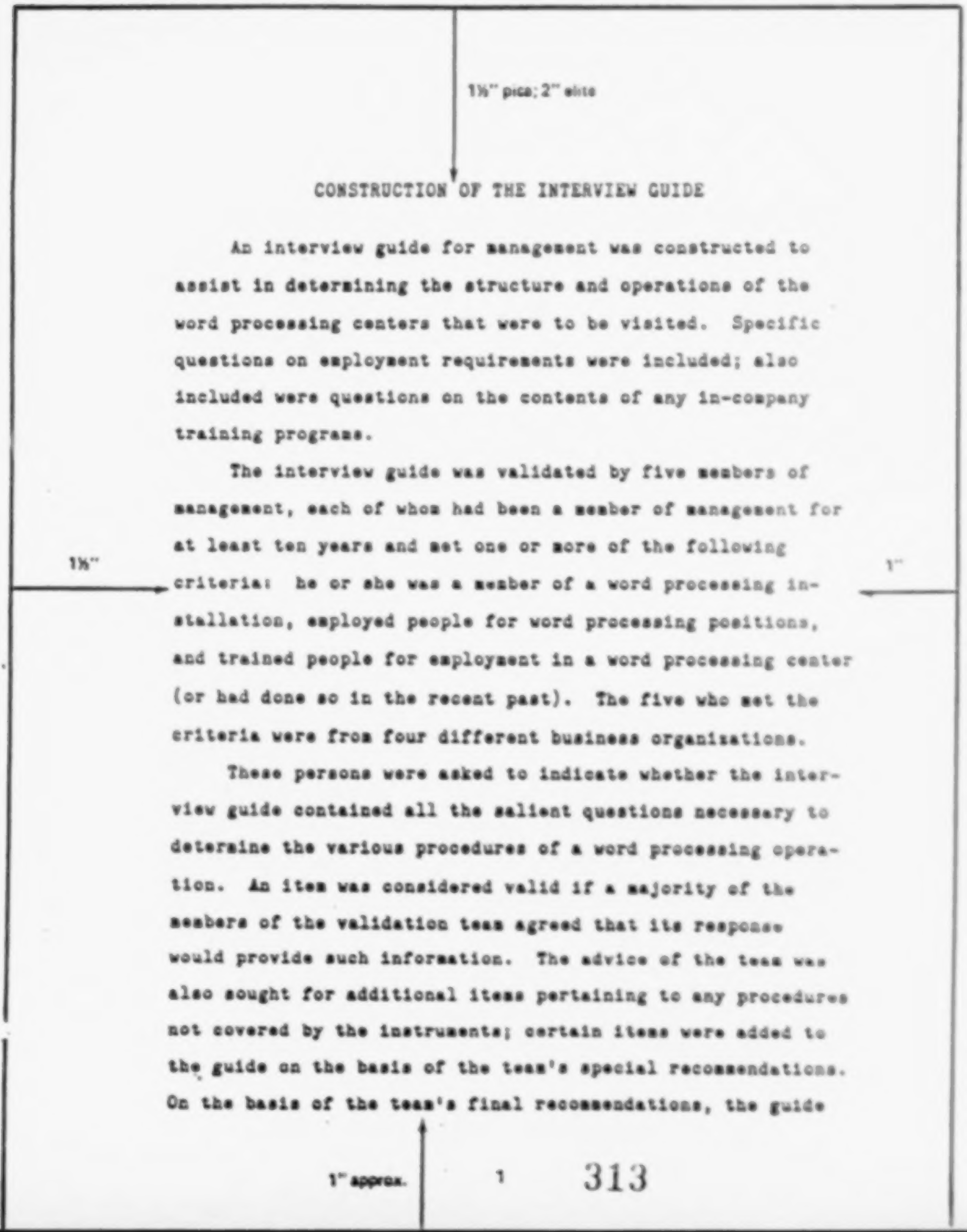
TASK #6

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

INFORMATION SHEET: MANUSCRIPT FORMAT STYLES

PAGE 2

LEFTBOUND MANUSCRIPT



1½" pica; 2" elite
1½"
1"
1" approx.
1

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These persons were asked to indicate whether the interview guide contained all the salient questions necessary to determine the various procedures of a word processing operation. An item was considered valid if a majority of the members of the validation team agreed that its response would provide such information. The advice of the team was also sought for additional items pertaining to any procedures not covered by the instruments; certain items were added to the guide on the basis of the team's special recommendations. On the basis of the team's final recommendations, the guide

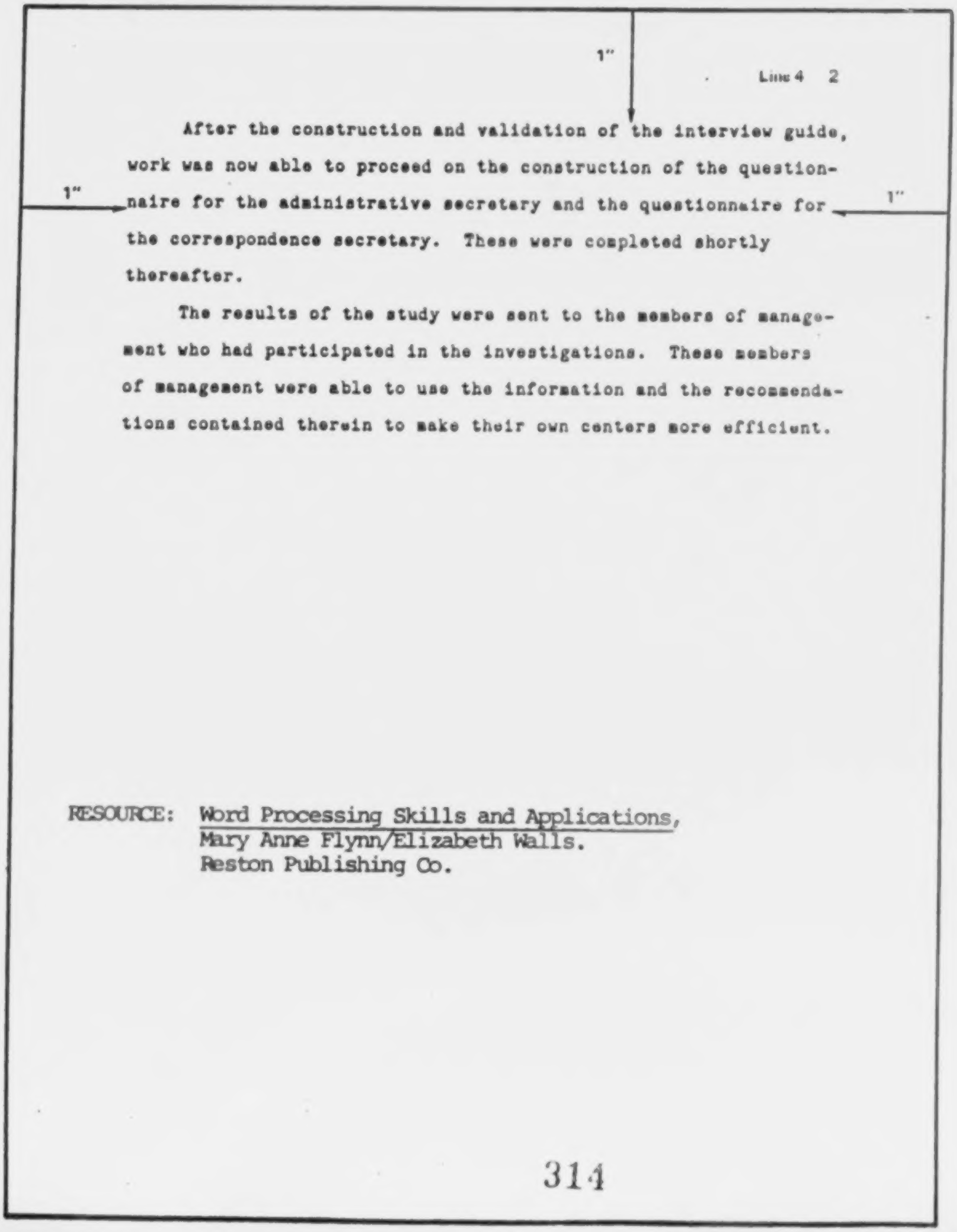
HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #6

INFORMATION SHEET: MANUSCRIPT FORMAT STYLES

PAGE 3

UNBOUND MANUSCRIPT
(SECOND PAGE)



After the construction and validation of the interview guide, work was now able to proceed on the construction of the questionnaire for the administrative secretary and the questionnaire for the correspondence secretary. These were completed shortly thereafter.

The results of the study were sent to the members of management who had participated in the investigations. These members of management were able to use the information and the recommendations contained therein to make their own centers more efficient.

RESOURCE: Word Processing Skills and Applications,
Mary Anne Flynn/Elizabeth Walls.
Reston Publishing Co.

TASK #6

TECHNICAL TERMS

MANUSCRIPT:	a book, document or report used in business to convey information; manuscripts are typed with double space between lines.
REPORT:	an account of the result of an investigation.
UNBOUND:	term used to describe a type of manuscript which is not bound in book form.
LEFT BOUND:	term used to describe a type of manuscript which is bound in book form; extra spacing is allowed on the left margin to permit binding.
TOP MARGIN:	the space bordering the printed or written matter at the top of a page; on a manuscript it is 1".

HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #6

ACTIVITY SHEET #1 J.R.ESL

COMMUNICATIVE TASK: Polite requests (oral)

DIRECTIONS: Transform the following sentences into polite requests for clarification of the manuscript text or the instructions to keyboard.

Example: What's this word?
More polite: Could you please tell me what word this is?

1. What letter is this?
2. I don't understand this.
3. I don't know what you mean.
4. This isn't clear.
5. I can't read this.
6. Is this a period or a dash?
7. What do you want me to do with this?
8. Isn't this a mistake?
9. This is hard to read.
10. This handwriting is awful.

NAME________________________ DATE________________

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK # 6
ACTIVITY SHEET # 1 J.R.ESL

SCORING SHEET AND FLUENCY LEVELS

Trainee's Name ____________________

Performance Objective ____________________

____

Date of Test ____________________

Criteria	5	4	3	2	1	
Rhetoric						X 6 = ______
Register/Style						X 3 = ______
Syntax						X 4 = ______
Vocabulary						X 6 = ______
Pronunciation						X 1 = ______

Weighted Score ______

Errors Noted:

Recommendation for additional work:

Evaluated by: ____________________

Resource: Miranda Associates

HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #6

ACTIVITY #2: J.R.

COMMUNICATIVE TASK: Understand instructions given orally

DIRECTIONS: The facilitator reads the instructions: "When you hear the following instructions, write the rules or procedures you must follow in order to carry out the instructions."

NAME

DATE

Instructions: 1) This is going to be a bound manuscript. Could you please type it?

Instructions: 2) Please give me three hard copies of this manuscript.

Instructions: 3) Could you please type this? It's going to be an unbound manuscript.

Instructions: 4) The two last pages (pp.5&6) of this need to be changed. Could you please make the changes indicated and print them again?

Instructions: 5) Could you please change this manuscript so that all the subtitles are centered and not capitalized?

HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #6

ACTIVITY SHEET #2 J.R.ESL

COMMUNICATIVE TASK: Understand instructions given orally

DIRECTIONS: The facilitator reads the instructions: "When you hear the following instructions, write the rules or procedures you must follow in order to carry out the instructions."

Instructions: 1) This is going to be a bound manuscript. Could you please type it?

(Answer Key) Rules for margins: 1-1/2" left margin, 1" right margin, 1-1/2"-2" top margin, 1" bottom margin.

Instructions: 2) Please give me three hard copies of this manuscript.

(Answer Key) Procedures for printing: print 3 times.

Instructions: 3) Could you please type this? It's going to be an unbound manuscript.

(Answer Key) Rules for pagination: first page, 4 lines above bottom, centered; on all other pages, 4 lines from top at right margin.

Instructions: 4) The two last pages (pp.5&6) of this need to be changed. Could you please make the changes indicated and print them again?

(Answer Key) Procedures for printing: At prompt, "start a page number" type 5; at prompt "stop at page number," hit Return.

Instructions: 5) Could you please change this manuscript so that all the subtitles are centered and not capitalized?

(Answer Key) Procedure: Go through file to find subtitles. At each subtitle type ^OC to center. Turn off Insert (^V) and retype appropriate capital letters in lower case.

TASK #6

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

ATTACHMENT

STEPS AND TECHNICAL KNOWLEDGE
TYPE, SAVE AND PRINT A MANUSCRIPT:

1. Obtain program disk and data disk.
2. Obtain operation sheet.
3. Obtain manuscript.
4. Boot the microcomputer.
5. Change disk drives.
6. Open a new file and name it manuscri.(D)
7. Set left margin at column 10 (^OL)
8. Set right margin at column to (^OR)
9. Clear all tabs (^ONA)
10. Set a tab at column 15 (^OI15,Hit return) to indent paragraph 5 spaces from left margin.
11. Type and center the title of the manuscript (^OC)
12. Double space (hit return twice), then type and center the author's name.
13. Set line space for double space (^OS2)
14. Triple space from au thor's name (hit return 3 times) and type the body of the manuscript.
15. Type subtitles flush with the left margin, capitalize subtitles (all capitals) PB and leave one extra blank line above each subtitle.
16. Use facilitator to clarify any illegible words.
17. Check for and correct typographical errors.
18. Save the file (^KD)
19. Turn on Printer.
20. Insert letter size (8½x11) paper in Printer.
21. Print the file, use (P, hit return).
22. At prompt, (name of file to print), type manuscri, hit return key.
23. At print option,(disk file output(Y/N), type N
24. At print option, (start at page number), type 1
25. At print option, (stop at page number), type 1
26. At print option, (use form feeds (Y/N), hit esc
27. When printer is finished type P
28 Insert letter size (8½x11) paper in printer
29. At prompt, (name of file to print), type manuscri, hit return key.
30. At print option, (disk file output(Y/N), type N
31. At print option, (start at page number), type 2
32. At print option, (stop after page number), type 2
33. At print option, (use form feeds (Y/N), hit esc
34. Take out floppy disk
35. Turn off microcomputer.

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #6

OPERATION SHEET: Type, save and print a manuscript

I. MATERIALS:

A. Microcomputer
   1. Monitor
   2. Disk Drives (2)
   3. Keyboard
   4. Printer

B. FLOPPY DISKS
   1. CPM Program Disk
   2. Data File Disk

C. Handwritten manuscript.

II. PROCEDURE: How to type, save and print a manuscript.

1. Obtain program disk and data disk.
2. Obtain operation sheet.
3. Obtain manuscript.
4. Boot the microcomputer.
5. Change disk drives.
6. Open a new file and name it manuscri.(D)
7. Set left margin at column 10 (^OL)
8. Set right margin at column to (^OR)
9. Clear all tabs (^ONA)
10. Set a tab at column 15 (^OI15,Hit return) to indent paragraph 5 spaces from left margin.
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31. At print option, (start at page number), type 2
32. At print option, (stop after page number), type 2
33. At print option, (use form feeds (Y/N), hit esc
34. Take out floppy disk
35. Turn off microcomputer.

TASK # 6

JOB SHEET: **Type, save and print the attached handwritten manuscript,**
PRACTICE

I. MATERIALS

1. Microcomputer
2. Typed manuscript
3. WordStar disk
4. Data disk

II. FORMAT

1. Left margin, column 10
2. Right margin column 70
3. Paragraph tab column 15
4. Top margin 2"
5. Top margin second page 1"
6. Page numbers:
   Page 1-center of text, 4th line from bottom
   Page 2-4 lines from top at right margin

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #6
JOB SHEET

PRACTICE

Typing Reports

General Rules

Classic Clothing Company uses the leftbound manuscript style for typing manuscripts and reports. The format for the leftbound manuscript style is as follows:

A top margin of 2" for the first page and 1" for subsequent pages is used. Side margins of 1½" for the left margin and 1" for the right margin are used for all pages. The bottom margin should be at least 1" on all full pages. Pages are numbered at the bottom with the number centered approximately ½" from the bottom of each page except the first, which is not numbered.

The body of the report is double spaced with 5-space paragraph indentions. At least two lines of a paragraph must be included at the bottom and top of a page. A three line paragraph should not be

TASK #6
JOB SHEET: PRACTICE
p. 2

divided.

The main heading is centered in all capital letters over the line of writing. This heading is followed by one blank line space and the secondary heading (if one is used). If there is no secondary heading, the main heading is followed by two blank line spaces, then the body of the report. If there is a secondary heading, it is centered one blank line space below the main heading with all important words capitalized and followed by two blank line spaces, then the body of the report.

Side Headings

Side headings are typed even with the left margin with all important words capitalized. The heading is underscored. Two blank line spaces precede the heading and one blank line space follows.

Paragraph headings. Paragraph headings are typed at the paragraph

TASK #6
JOB SHEET: PRACTICE
P. 3

indention point, underlined and followed by a period. Text copy begins two spaces after the period. Usually only first words are capitalized.

RESOURCE: Word Processing Skills and Applications, Flynn/Walls, Reston Publishing Co.

HACER, INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #6
Job Sheet

Practice

TYPING REPORTS

General Rules

Classic Clothing Company uses the leftbound manuscript style for typing manuscripts and reports. The format for the leftbound manuscript style is as follows:

A top margin of 2" for the first page and 1" for subsequent pages is used. Side margins of 1 1/2" for the left margin and 1" for the right margin are used for all pages. The bottom margin should be at least 1" on all full pages. Pages are numbered at the bottom with the number centered approximately 1/2" from the bottom of each page except the first, which is not numbered.

The body of the report is double spaced with 5-space paragraph indentations. At least two lines of a paragraph must be included at the bottom and top of a page. A three-line paragraph should not be divided.

The main heading is centered in all capital letters over the line of writing. This heading is followed by one blank line space and the secondary heading (if one is used). If there is no secondary heading, the main heading is followed by two blank line spaces, then the body of the report. If there is a secondary heading, it is centered one blank line space below the main heading with all important words capitalized and followed by two blank line spaces, then the body of the report.

Side headings

Side headings are typed even with the left margin with all important words capitalized. The heading is underscored. Two blank line spaces precede the heading and one blank line space follows.

Paragraph headings

Paragraph headings are typed at the paragraph indentation point, underlined and followed by a period. Text copy begins two spaces after the period. Usually only first words are capitalized.

TASK #6

JOB SHEET: Type, save and print a 3 page, handwritten manuscript.

EVALUATION
DIRECTIONS: Type, save and print the attached handwritten manuscript.

I. MATERIALS

- a. Microcomputer
- b. Handwritten manuscript
- c. WS disk
- d. Data disk

II. FORMAT

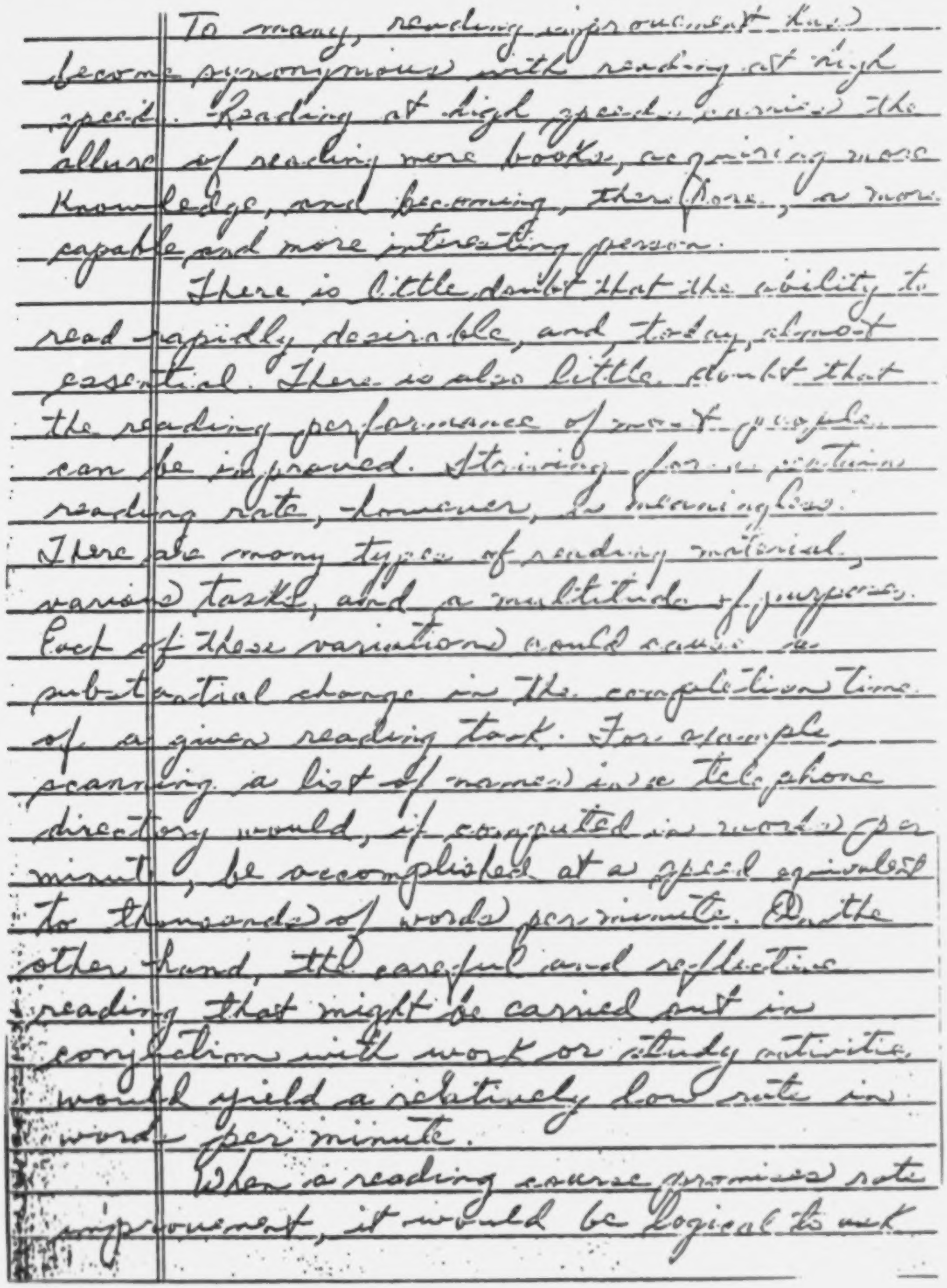
1. Left margin, Column 10
2. Right margin Column 70
3. Paragraph Tab Column 15
4. Top margin 2"
5. Top margin second page 1"
6. Page Numbers:
   Page 1 Center of text, 4th line from bottom
   Page 2 4 lines from top at right margin

TASK # 6

HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

JOB SHEET: Handwritten manuscript to be keyboarded.

EVALUATION



To many, reading improvement has become synonymous with reading at high speed. Reading at high speed carries the allure of reading more books, acquiring more knowledge, and becoming, therefore, a more capable and more interesting person.

There is little doubt that the ability to read rapidly, desirable, and today, almost essential. There is also little doubt that the reading performance of most people can be improved. Striving for a certain reading rate, however, is meaningless. There are many types of reading material, various tasks, and a multitude of purposes. Each of these variations would cause a substantial change in the completion time of a given reading task. For example, scanning a list of names in a telephone directory would, if computed in words per minute, be accomplished at a speed equivalent to thousands of words per minute. On the other hand, the careful and reflective reading that might be carried out in conjunction with work or study activities would yield a relatively low rate in words per minute.

When a reading course promises rate improvement, it would be logical to ask

Resource: Reading Improvement, Stanford E. Taylor

EVALUATION Page 2

about the type of reading, the approach, and the purpose. There are four types of reading based on the different rates of completion, types of content being read, and reading purpose.

CAREFUL READING

Careful reading may also be described as critical, analytical, or thoughtful reading during which the reader pays attention to detail, reflects, and evaluates. This type of reading is usually employed in studying or reading difficult material.

USUAL READING

Usual reading, the most common manner of reading, applies in a wide variety of situations such as reading newspaper articles, novels, or magazines. The reader usually does not have a clearly defined purpose that demands either a high level of comprehension or rapid completion.

ACCELERATED READING

Accelerated reading is the type of reading most often attempted when

TASK #6

JOB SHEET: Handwritten manuscript to be keyboarded.

EVALUATION Page 3

time is limited. To do this, the reader must, of course, expend extra energy. He alerts himself, reads aggressively, and attempts to cover material more quickly than he normally would.

SELECTIVE READING

Selective reading, or attempting to read only those parts of the material that best serve the purpose of the reader, is most often applied to practical prose. Selective reading usually takes the form of either skimming or scanning.

SUMMARY

Since most readers are called upon to read in most or all of these ways, each day, it would seem that a reading course cannot justifiably concentrate its efforts on just one of these approaches, but must, for the maximum benefit of the reader, provide a complete program that would increase his rate and effectiveness in all these ways of reading.

TASK #6

JOB SHEET
EVALUATION

To many, reading improvement has become synonymous with reading at high speed. Reading at high speeds carries the allure of reading more books, acquiring more knowledge, and becoming, therefore, a more capable and more interesting person.

There is little doubt that the ability to read rapidly is desirable, and, today, almost essential. There is also little doubt that the reading performance of most people can be improved. Striving for a certain reading rate, however, is meaningless. There are many types of reading material, various tasks, and a multitude of purposes. Each of these variations could cause a substantial change in the completion time of a given reading task. For example, scanning a list of names in a telephone directory would, if computed in words per minute, be accomplished at a speed equivalent to thousands of words per minute. On the other hand, the careful and reflective reading that might be carried out in conjunction with work or study activities would yield a relatively low rate in words per minute.

When a reading course promises rate improvement, it would be logical to ask about the type of reading, the approach, and the purpose. There are four types of reading based on the different rates of completion, types of content being read, and reading purpose.

CAREFUL READING

Careful reading may also be described as critical, analytical, or thoughtful reading during which the reader pays attention to detail, reflects, and evaluates. This type of reading is usually employed in studying or reading difficult material.

USUAL READING

Usual reading, the most common manner of reading, applies in a wide variety of situations such as reading newspaper articles, novels, or magazines. The reader usually does not have a clearly defined purpose that demands either a high level of comprehension or rapid completion.

JOB SHEET EVALUATION Page 2

ACCELERATED READING

Accelerated reading is the type of reading most often attempted when time is limited. To do this, the reader must, of course, expend extra energy. He alerts himself, reads aggressively, and attempts to cover material more quickly than he normally would.

SELECTIVE READING

Selective reading, or attempting to read only those parts of the material that best serve the purpose of the reader, is most often applied to practical prose. Selective reading usually takes the form of either skimming or scanning.

SUMMARY

Since most readers are called upon to read in most or all of these ways, each day, it would seem that a reading course cannot justifiably concentrate its efforts on just one of these approaches, but must, for the maximum benefit of the reader, provide a complete program that would increase his rate and effectiveness in all these ways of reading.

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL PROJECT

PERFORMANCE TEST

TASK: Type, save and print a manuscript on an APPLE II Plus Microcomputer.

Directions: Demonstrate mastery of keyboarding a manuscript on a microcomputer.

This test evaluates your ability to: type, save and print a manuscript. The facilitator will give you a handwritten manuscript which you must keyboard. You must submit a hard copy with 100% accuracy in one hour.

No.	Your performance will be evaluated using the items below. All must be "YES"	YES	NO
1. 1.	Was correct format used ?		
2. 2.	Was the manuscript free of typographical errors ?		
3.3.	Was the manuscript saved on disk ?		
4.4.	Was the manuscript printed correctly ?		
5.5.	Was the manuscript typed in one hour or less ?		
6.			
7.			
8.			
9.			
10.			

Trainee	Date	Attempts	Instructor's Signature

TASK # 6

PERFORMANCE TEST

TASK: Type, save and print a manuscript on an APPLE II Plus Microcomputer.

This checklist will be used by the JRE instructor to evaluate the participant during the vocational performance.

	YES	NO
1. Did participant use correct modals for polite requests for clarification ?		
2. Did participant understand oral clarification ?		
3. Did participant understand written directions?		

Trainee	Date	Attempts	Instructor's Signature

TASK # 7

EDIT A HEAVILY PROOFREAD TEXT, AND SAVE ON AN APPLE II PLUS MICROCOMPUTER

TASK #7

RELATED COMMUNICATIVE TASK: Recognize and interpret meanings of proofreaders' symbols

VOCATIONAL TASK: #7 Edit a heavily proofread text, and save on APPLE II Plus Microcomputer, then print from Epson printer with 100% accuracy.

PERFORMANCE OBJECTIVE: Given a typed copy with 59 proofreading marks, edit the material according to proofmarks, and save on APPLE II Plus Microcomputer, then print from Epson printer with 100% accuracy.

STEPS AND TECHNICAL KNOWLEDGE	TECHNICAL TERMS	LANGUAGE FUNCTIONS	STRUCTURES
1. 2. 3. SEE ATTACHMENT 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15.	SEE ATTACHMENT	COMMUNICATIVE SKILLS Passive reading FUNCTIONS Recognize symbols Interpret symbols	Imperatives

TOOLS AND MATERIALS

Microcomputer
Typed letter with proofreaders marks
WordStar disk   Data disk

BACKGROUND KNOWLEDGE

Knowledge of WS commands to edit a document.
Knowledge of prooreading symbols.

SAFETY

Care and handling of disks
Computer safety rules

ATTITUDES

Concentrate on accuracy
Pay attention to details

LEARNING ACTIVITIES AND RESOURCES

VOCATIONAL

1. LEARNING STRATEGIES
   a. Facilitator lectures on proofreading symbols utilizing information sheets.
   b. Facilitator reviews cursor movement and formating commands on a microcomputer.
   c. Participants complete activity sheets.#1,2
   d. Hands on practice (individual). Participants keyboard a proofread text on a microcomputer, type, save and print the file.
2. EVALUATION
   Performance Test
3. RESOURCES
   a. Information, Operation, Job and Activity Sheets
   b. Facilitator
   c. Keyboarding for Information Processors
   d. Communication Skills for the Processing of Words
   e. Applied Secretarial Procedures

J.R.ESL

1. LEARNING STRATEGIES
   a. Facilitator demonstrates use of imperatives
   b. Participants complete Activity Sheets #1,2,3,4 and 5.
2. EVALUATION
   Written test
3. RESOURCES
   a. Activity sheets.
   b. Facilitator.

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #7
INFORMATION SHEET

I. INTRODUCTION

Everyone who keyboards information must have effective proofreading techniques. Every typist is often required to convert longhand into typing or keyboard typewritten material that has been corrected or altered.

Documents in a word processing system flow through various stages.

1.	INPUT	Keyboarding
2.	OUTPUT	Printing or copying
3.	REVISION	Proofreading
4.	DISTRIBUTION	
5.	STORAGE	Saving text/storing information

One of the most important steps in this process is REVISION.

REVISION INVOLVES:

Correcting
Editing
Adding
Deleting
Inserting
Replacing
.............symbols, characters, words, sentences, paragraphs, or passages within a document

Proofreading involves understanding and using proofreaders' symbols to make revisions in a document.

There are many proofreading techniques. You should study the proofreaders' marks and practice them until you have mastered them. Proofreading skills make it easier for an employee to prepare and submit final copies that are error free.

PROOFREADING SAVES TIME AND MONEY. It is essential that you produce error free documents.

Therefore every document should be checked carefully for:
spelling errors
punctuation
capitalization
format
grammatical errors
typos

As entry level clerical workers you won't be expected to originate correspondence, but you will be expected to check your work and you will be expected to understand proofreader's symbols.

TASK #7

INFORMATION SHEET
p. 2

II. PROOFREADING SKILLS:

You should develop the following skills in order to be an effective proofreader.

1. Be a good speller.
2. Know the basics of punctuation.
3. Pay attention to details.
4. Know the types of errors most frequently overlooked.
5. Take your time to proofread.
6. Be on the lookout for errors.
7. Use a dictionary when in doubt.

III. PROOFREADING TECHNIQUES:

*Avoid noise and movement. Make sure there is sufficient light to read by. Adjust brightness of your monitor.

*Proofread material immediately after keyboarding.

*Utilize a piece of paper in proofreading text. Slip the paper under the line you are proofing on the monitor or the typewriter and move the screen or paper downward line by line. (This helps you to concentrate on a single line at a time.)

*Be careful of similar sounding words.
their/there
an/and
too/to
buy/by

*Try reading the text backwards line by line. This forces you to read for detail and helps you to pick out incorrect letters, transposed letters and omissions.

*Always proofread technical or difficult material twice.

*If possible, proofread with another person.

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BILINGUAL VOCATIONAL TRAINING

TASK #7

INFORMATION SHEET: COMMON PROOFREADING/ KEYBOARDING ERRORS

The keyboarding errors you are most apt to miss are shown below. Study each one carefully.

COMMON PROOFREADING ERRORS

Conditions	*Examples*
• Confusion of similar words	now, not; on, of, or; than, that; yet, yes
• Confusion of suffixes and word endings	formed, former; pointing, point; type, types
• Omissions in sequence of enumerated items	a, b, d, e; 1, 2, 4, 5
• Transposition of digits in numbers	78, 87; 1967, 1976
• Transposition of letters within words	the, teh, tehir, their
• Misspelled words, names, and words sounding alike	Clark, Clarke; Reed, Reid; knew, new
• Omissions and additions of letters	though, thogh; write, wite
• Omissions in long words	reincorporate, recorporate; thoroughly, throughly
• Omissions, additions, and transpositions in headings and subheadings	Atheletic, Athletic; Development, Devlopment; Introductoin, Introduction
• Errors in words that fall near margins	(Because beginnings and endings of lines are often skimmed more rapidly)
• Omission of an entire line when a word appears in the same place in two consecutive lines	Turning it on is accomplished by moving the lever in. Turning it on is accomplished by turning the dial to the left and moving the lever in.
• Errors occurring at the bottom of the page	(Because the eye is tired or the reader skims too rapidly at the end of the page)
• Omission of short words	(Short words such as ***if, is, it,*** and ***in*** when preceding word ends in similar letter or following word begins with same letter)

TASK #7
INFORMATION SHEET : COMMON PROOFREADING/KEYBOARDING ERRORS
p. 2

Proofread technical or difficult material ***at least twice.*** Read slowly; check for spelling and keying errors. Read for errors in punctuation and grammar.

Proofread with another person; one person reads while the other makes proofreading changes. Read from the original and indicate difficult spelling, paragraphing, format, and decimal points. Read numbers digit by digit; for example, 4,230.62 should be read aloud as "Four, comma, two, three, zero, point, six, two."

Proofread statistical tables by adding the numbers on the material from which you are copying. Then add the numbers on your keyed copy. The totals should agree. If they do not, check the figures on your copy with the ones on the original to locate the error.

RESOURCE: Keyboarding for Information Processors,
James E. LaBarre
William M. Mitchell
SRA Science Research Associates

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BILINGUAL VOCATIONAL TRAINING

TASK #7

ATTACHMENT
TECHNICAL TERMS

PROOFREADING SYMBOLS

MARK	MEANING	EXAMPLE	RESULT
ⓢⓟ (sp)	Spell Out	Call (NY) and check on that client. (sp)	Call New York and check on that client
≡	All caps	book	BOOK
cap or ≡	Capitalize	american	American
⁀‿	Close up	with‿out	without
ℓ	Delete	I will ~~not~~ do it.	I will do it.
^	Insert	I will ^see you.	I will see you.
⊙	Insert period	Please do it⊙ I will help.	Please do it. I will help.
#	Insert space	They are#ready	They are ready.
lc or /	Lowercase letter	~~S~~he	she
[	Move left	Please state the [reason for it.	Please state the reason for it.
]	Move right	1. The book 2.] The coat	1. The book 2. The coat
¶	Paragraph		
stet ----	Let it stand: ignore correction	That is ~~very~~ stet good.	That is very good.
∽	Transpose	claer	clear
//	Align	That is a good story.	That is a good story.
▁▁	Underline	We are moving into an Information Age.	

result: We are moving into an Information Age.

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BILINGUAL VOCATIONAL TRAINING

TASK #7

PROOFREADERS MARKS ENGLISH/SPANISH

CLAVE PARA LA CORRECION DE PALABRAS

MEANING/DEFINICION	MARK/MARCA	RESULT/ RESULTADO
CAPITALIZE / LETRAS MAYUSCULA	O OR ≡	new york
CLOSE UP SPACE / UNIR	⁀‿	AR GUMENT
DELETE/ ELIMINAR	⸍	~~ATTRACTED~~
INSERT WORD / INSERTAR PALABRA	^	OUR ^ MEETING (next)
INSERT APOSTROPHE/	∨	Donnas
INSERT COMMA/ INSERTAR COMA	^	But ^ I
INSERT COLON/ INSERTAR DOS PUNTOS	^	The following ^
INSERT HYPHEN/ GUION	^	Entry ^ level
INSERT PERIOD/ INSERTAR PUNTO	⊙	To be typed ⊙
INSERT QUOTATION MARKS/ INSERTAR COMILLAS	∨ ∨	∨ Nationals ∨
INSERT SEMICOLON/ INSERTAR PUNTO Y COMA	^	Today ^ however
INSERT SPACE/ INSERTAR ESPACIO	#	you#wont be
LOWERCASE/ LETRAS MAS PEQUEÑA (MINUSCULA)	Lc OR /	Spanish or /Spanish (Lc)
MOVE AS SHOWN/ MUEVE COMO INDICADO	O→	Arrange →
MOVE DOWN/ MOVER HACIA ABAJO	⊔	Copier
MOVE UP / MOVER HACIA ARRIBA	⊓	Computer
MOVE LEFT/ MOVER A LA IZQUIERDA	⊏	Student
MOVE RIGHT/ MOVER A LA DERECHA	⊐	Child
PARAGRAGH/ PARRAFO	¶	¶ I would like.....
TRANSPOSE/ TRANSPOSICION	∽	Conditoin = Condition
SPELL OUT/ DELETRIAR	O	The gov. = The government

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BILINGUAL VOCATIONAL TRAINING

TASK #7

ATTACHMENT
TECHNICAL TERMS
p. 3
PROOFREADING SYMBOLS

MARK	MEANING	EXAMPLE	RESULT
ss	Single Space	To see the artist paint is a joy. The zeal with which they work to have the exact tints show up on the pad is fun to watch.	To see the artist paint is a joy. The zeal with which they work to have the exact tints show up on the pad is fun to watch.
ds	Double Space	To see the artist paint is a joy. The zeal with which they work to have the exact tints show up on the pad is fun to watch.	To see the artist paint is a joy. The zeal with which they work to have the exact tints show up on the pad is fun to watch.
ts	Triple Space	To see the artist paint is a joy. The zeal with which they work to have the exact tints show up on the pad is fun to watch.	To see the artist paint is a joy. The zeal with which they work to have the exact tints show up on the pad is fun to watch.
cc:	carbon copy	:Thomasina Ernis	cc: Thomasina Ernis

RESOURCE: Communication Skills for the Processing of Words, Flynn, Walls.
Reston Publishing Co.

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BILINGUAL VOCATIONAL TRAINING

TASK #7

ACTIVITY SHEET #1 J.R.ESL

COMMUNICATIVE TASK: Recognize symbols

DIRECTIONS:

A. Identify the meaning of each of the following proofreading symbols by filling in the blanks.

B. Write the parts of speech that correspond to each symbol.

EXAMPLE:

Symbol	Definition	Parts of Speech
cap	capitalize	verbs

	SYMBOL	DEFINITION	PARTS OF SPEECH
1.	^ or V		
2.	\		
3.	ℓ		
4.	⌶		
5.	⁀‿		
6.	/		
7.	lc		
8.	≡		
9.	CAP		
10.	#		
11.	¶		
12.	No ¶		
13.	∽		
14.	O⤵		
15.	⊓		
16.	⊔		
17.	//		

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BILINGUAL VOCATIONAL TRAINING

TASK #7

ACTIVITY SHEET #1 J.R.ESL
p. 2

	SYMBOL	DEFINITION	PARTS OF SPEECH
18.	——		
19.	....		
20.	stet		
21.	ss		
22.	ds		
23.	ts		
24.	cc		

NAME ______________________________ DATE ________________

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BILINGUAL VOCATIONAL TRAINING

TASK #7

ACTIVITY SHEET #1 J.R.ESL

COMMUNICATIVE TASK: Recognize symbols

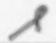
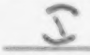
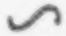
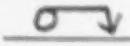
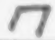
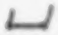
DIRECTIONS:

A. Identify the meaning of each of the following proofreading symbols by filling in the blanks.

B. Write the parts of speech that correspond to each symbol.

EXAMPLE:

Symbol	Definition	Parts of Speech
cap	capitalize	verbs

	SYMBOL	DEFINITION	PARTS OF SPEECH
1.	^ or V	(insert)	(verb)
2.	\	(delete)	(verb)
3.		(delete)	(verb)
4.		(close up and delete)	(verb)
5.		(close up)	(verb)
6.	/	(lower case)	(noun)
7.	lc	(lower case)	(noun)
8.	≡	(capitalize)	(verb)
9.	CAP	(capitalize)	(verb)
10.	#	(add space)	(verb)
11.	¶	(new paragrph)	(noun)
12.	No ¶	(no paragraph)	(noun)
13.		(transpose)	(verb)
14.		(move as shown)	(verb)
15.		(move up)	(verb)
16.		(move down)	(verb)
17.	//	(align)	(verb)

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BILINGUAL VOCATIONAL TRAINING

TASK #7

ACTIVITY SHEET #1 J.R.
p. 2

	SYMBOL	DEFINITION	PARTS OF SPEECH
18.	———	(underscore)	(verb)
19.	....	(underline)	(verb)
20.	stet	(let it stand)	(verb)
21.	ss	(single space)	(noun)
22.	ds	(double space)	(noun)
23.	ts	(triple space)	(noun)
24.	cc	(carbon copy)	(noun)

NAME______________________________ DATE______________________

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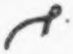
BILINGUAL VOCATIONAL TRAINING

TASK #7

ACTIVITY SHEET #2 J.R.ESL

COMMUNICATIVE TASK: Interpret proofreading symbols into computer commands.

DIRECTIONS: Write the computer command(s) that corresponds to each proofreader's symbols.

1-  ______________________________

2- ≡ ______________________________

3- caps ______________________________

4- // ______________________________

5- ss ______________________________

6- ds ______________________________

7- ts ______________________________

NAME __________________________ DATE ______________________

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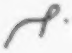
BILINGUAL VOCATIONAL TRAINING

TASK #7

ACTIVITY SHEET #2 J.R.E^{SL}

COMMUNICATIVE TASK: Interpret proofreading symbols into computer commands.

DIRECTIONS: Write the computer command(s) that corresponds to each proofreader's symbols.

1-  (^G)

2- ≡ (ESC)

3- caps (ESC,ESC)

4- // (^B)

5- ss (^OS1)

6- ds (^OS2)

7- ts (^OS3)

NAME ____________________ DATE ____________________

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BILINGUAL VOCATIONAL TRAINING

TASK #7
ACTIVITY SHEET #3 J.R.ESL
COMMUNICATIVE TASK: Recognize meanings of proofreading symbols

DIRECTIONS: Identify the meaning of each proofreading symbol

SYMBOL	ANSWER	SYMBOL	ANSWER
1. ∧	____________	10. —	____________
2. ⊏	____________	11. cap	____________
3. ⊐	____________	12. #	____________
4. ℓ	____________	13. ¶	____________
5. ⊓	____________	14. no ¶	____________
6. ⊔	____________	15. ∽	____________
7. /	____________	16. σ ↓	____________
8. lc	____________	17. , • • •	____________
9. ≡	____________	18. ○	____________

NAME ______________________________ DATE ______________________

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BILINGUAL VOCATIONAL TRAINING

TASK #7
ACTIVITY SHEET #3 J.R.ESL

COMMUNICATIVE TASK: Recognize meanings of proofreading symbols

DIRECTIONS: Identify the meaning of each proofreading symbol

	SYMBOL	ANSWER		SYMBOL	ANSWER
1.	∧	insert	10.	—	underline
2.	⊏	move left	11.	cap	capitalize
3.	⊐	move right	12.	#	add a space
4.	ℓ	delete	13.	¶	new paragraph
5.	⊓	move up	14.	no ¶	no paragraph
6.	⊔	move down	15.	∽	transpose
7.	/	lowercase	16.	σ ⤵	move as shown
8.	lc	lowercase	17.	. . . .	underline
9.	≡	capitalize	18.	○	insert

NAME ______________________ DATE ______________________

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BILINGUAL VOCATIONAL TRAINING

TASK #7

ACTIVITY SHEET #4 J.R.ESL

COMMUNICATIVE TASK : Utilize imperatives to interpret computer commands

DIRECTIONS: Fill in the word(s) that correspond to each computer command.

EXAMPLE:

Computer Command	Word
G	delete

COMPUTER COMMAND	WORD
1. ESC	______
2. ESC, ESC	______
3. OS3	______
4. OS1	______
5. OS2	______
6. B	______
7. Y	______

NAME ______ DATE ______

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BILINGUAL VOCATIONAL TRAINING

TASK #7

ACTIVITY SHEET #4 J.R.ESL

COMMUNICATIVE TASK : Utilize imperatives to interpret computer commands

DIRECTIONS: Fill in the word(s) that correspond to each computer command.

EXAMPLE:

Computer Command	Word
G	delete

	COMPUTER COMMAND	WORD
1.	ESC	(Capitalize Letter)
2.	ESC, ESC	(Lock Capitals)
3.	OS3	(Triple Space)
4.	OS1	(Single Space)
5.	OS2	(Double Space)
6.	B	(Align)
7.	Y	(Erase Entire Line)

NAME ______________________ DATE ______________________

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BILINGUAL VOCATIONAL TRAINING

TASK # 7

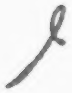
ACTIVITY SHEET #5 J.R.ESL

COMMUNICATIVE TASK: Recognize and interpret proofreaders' symbols

DIRECTIONS: Students read about how each symbol is used and try to memorize the meaning of each by using flashcards. Students are to cut each of the following pages of this lesson along the dotted lines, resulting in a series of flashcards. Students may quiz themselves with the flashcards, or work in pairs to quiz each other.

The meaning of each symbol is on the back of each page.

SYMBOL	MEANING	EXAMPLE	RESULT
	delete	wordd processing	word processing



cut along dotted lines

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BILINGUAL VOCATIONAL TRAINING

TASK #7
ACTIVITY SHEET #5 J.R.ESL

p. 2

COMMUNICATIVE TASK: Recognize and interpret proofreaders' symbols

SYMBOL	MEANING	EXAMPLE	RESULT
∧ or ∨	insert	the $\overset{\text{W/IP}}{\wedge}$ Center	the W/IP Center

∧ or V

cut along dotted lines

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BILINGUAL VOCATIONAL TRAINING

TASK #7
ACTIVITY SHEET #5 J.R.ESL

p. 3

COMMUNICATIVE TASK: Recognize and interpret proofreaders' symbols

SYMBOL	MEANING	EXAMPLE	RESULT
/	use lowercase	~~M~~achine	machine
lc	use lowercase	lc Machine	machine

/ or lc

cut along dotted lines

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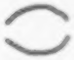
BILINGUAL VOCATIONAL TRAINING

TASK #7
ACTIVITY SHEET #5 J.R.ESL

p. 4

COMMUNICATIVE TASK: Recognize and interpret proofreaders' symbols

SYMBOL	MEANING	EXAMPLE	RESULT
	close up or delete a space	Wi zard	Wizard

cut along dotted lines

HACER, INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #7
ACTIVITY SHEET #5 J.R.ESL

p. 5

COMMUNICATIVE TASK: Recognize and interpret proofreaders' symbols

SYMBOL	MEANING	EXAMPLE	RESULT
#	add a space	Mercury$\overset{\#}{\underset{\wedge}{}}$Systems	Mercury Systems

#

cut along dotted lines

HACER, INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #7
ACTIVITY SHEET #5 J.R.ESL

p. 6

COMMUNICATIVE TASK: Recognize and interpret proofreaders' symbols

SYMBOL	MEANING	EXAMPLE	RESULT
≡	capitalize	$\underline{\underline{\underline{\text{m}}}}$achine	Machine

≡

cut along dotted lines

HACER, INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #7
ACTIVITY SHEET #5 J.R.ESL:

p. 7

COMMUNICATIVE TASK: Recognize and interpret proofreaders' symbols

SYMBOL	MEANING	EXAMPLE	RESULT
∽	invert; transpose	Systems/Mercury	Mercury Systems

cut along dotted lines

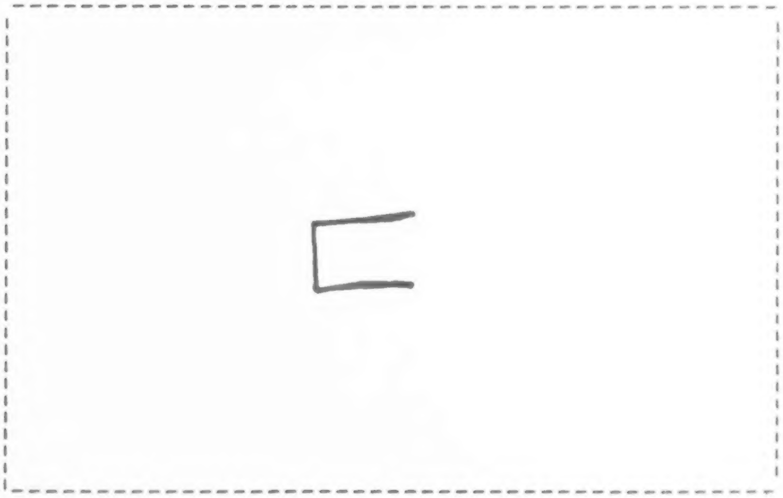
HACER, INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #7
ACTIVITY SHEET #5 J.R.F^{SL}

p. 8

COMMUNICATIVE TASK: Recognize and interpret proofreaders' symbols

SYMBOL	MEANING	EXAMPLE	RESULT
⊏	move to left	become an ⊏expert with our new	become an expert with our new



cut along dotted lines

HACER, INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #7
ACTIVITY SHEET #5 J.R.E SL

p. 9

COMMUNICATIVE TASK: Recognize and interpret proofreaders' symbols

SYMBOL	MEANING	EXAMPLE	RESULT
⊐	move to right	send brochure on⊐ word/information processing	send brochure on word/information processing

cut along dotted lines

HACER, INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #7
ACTIVITY SHEET #5 J.R.ESL

p. 10

COMMUNICATIVE TASK: Recognize and interpret proofreaders' symbols

SYMBOL	MEANING	EXAMPLE	RESULT
•••• or	do not change; let it stand	ship it ~~today~~ ••••••	ship it today
stet	do not change; let it stand	stet ship it ~~today~~	ship it today

.... or stet

cut along dotted lines

HACER, INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #7
ACTIVITY SHEET #5 J.R.ESL

p. 11

COMMUNICATIVE TASK: Recognize and interpret proofreaders' symbols

SYMBOL	MEANING	EXAMPLE	RESULT
⊙	add a period	first⊙ The machine	first. The machine

⊙

cut along dotted lines

HACER, INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #7
ACTIVITY SHEET #5 J.R.ESL

p. 12

COMMUNICATIVE TASK: Recognize and interpret proofreaders' symbols

SYMBOL	MEANING	EXAMPLE	RESULT
sp or sp	spell out	Send $\underset{sp}{\boxed{10}}$ copies.	Send ten copies.

sp or sp

cut along dotted lines

HACER, INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #7
ACTIVITY SHEET #5 J.R.ESL

p. 13

COMMUNICATIVE TASK: Recognize and interpret proofreaders' symbols

SYMBOL	MEANING	EXAMPLE	RESULT
¶ or ¶	start new paragraph	meeting.¶We will	meeting. We will

¶ or ¶

cut along dotted lines

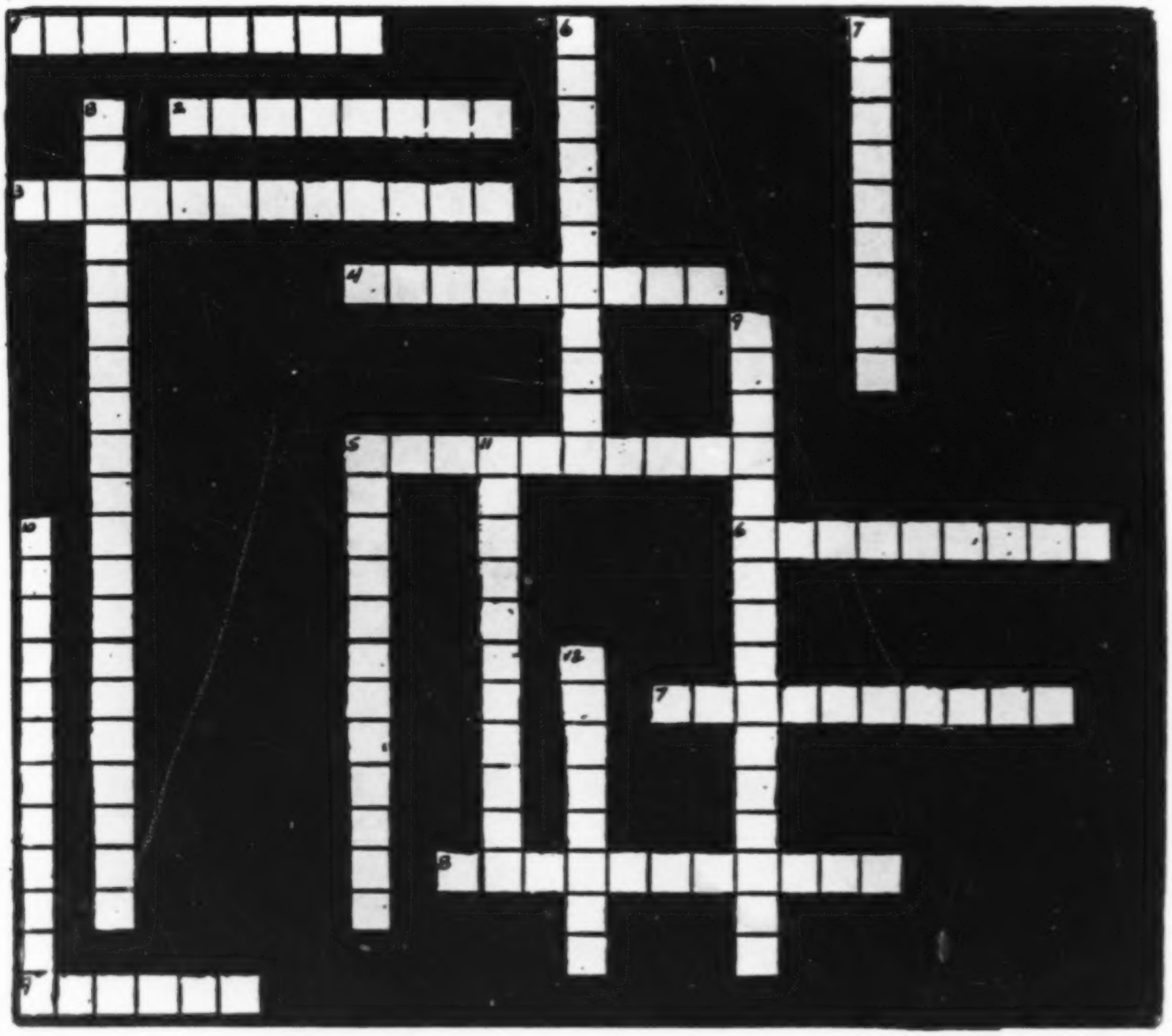
HACER INC/ HISPANIC WOMEN'S CENTER

TASK #7 BILINGUAL VOCATIONAL TRAINING

ACTIVITY SHEET #1 VOCATIONAL

CROSSWORD PUZZLE

DIRECTIONS: FILL IN THE BLANKS ON THE CROSSWORD PUZZLE USING THE MEANINGS OF THE PROOFREADING SYMBOLS LISTED BELOW. THE SYMBOLS THE HORIZONTAL COLUMN CORRESPOND TO THE HORIZONTAL BLANKS, THE SYMBOLS THE VERTICAL COLUMN CORRESPOND TO THE VERTICAL BLANKS.



HORIZONTAL

1. ¶
2. ⊔
3. ⋀
4. LC OR /
5. ≡
6. ∽
7. ∧
8. #
9. ∕ℓ

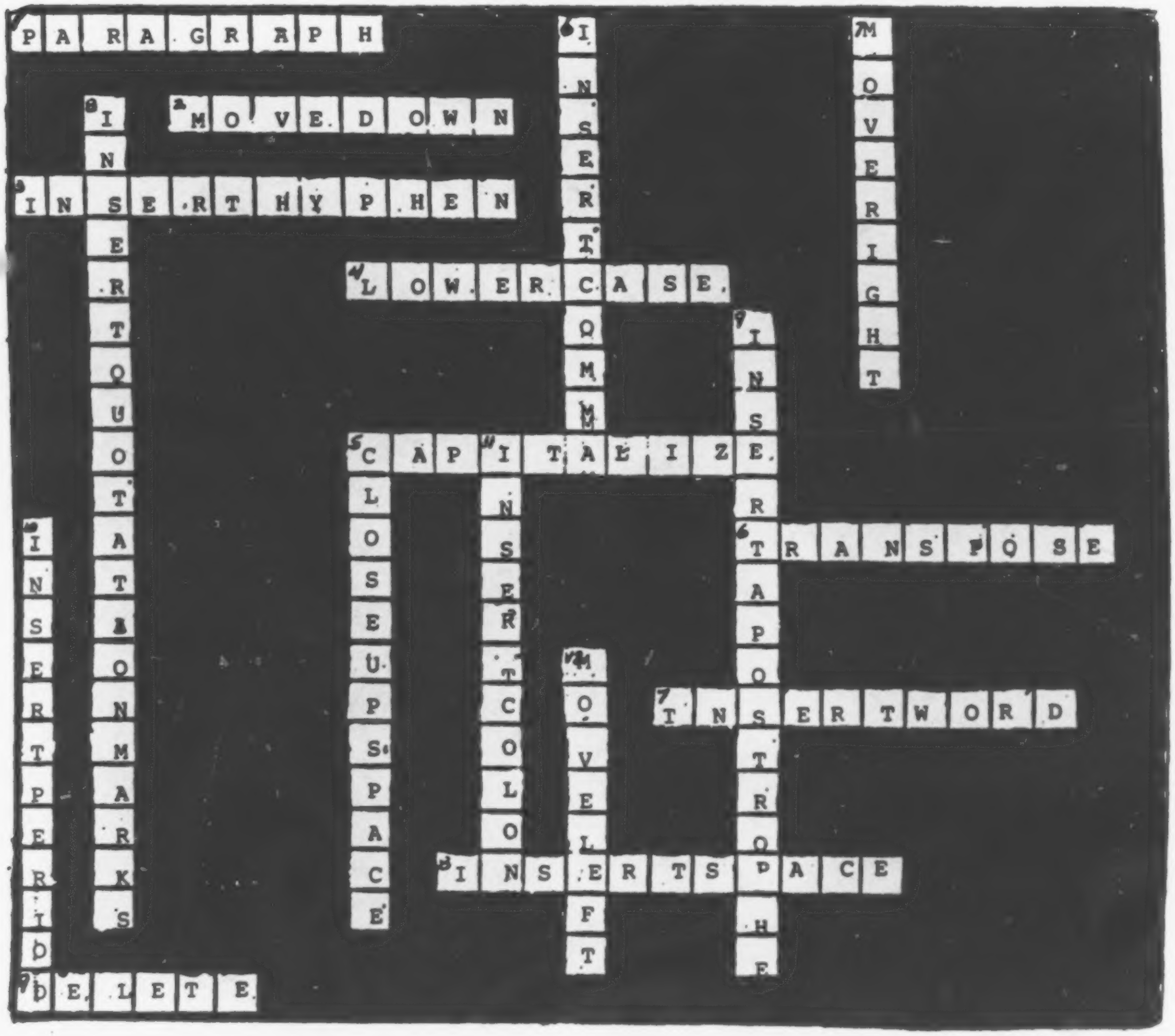
VERTICAL

5. ⁐
6. ⁁,
7. ⊐
8. ⋁" ⋁"
9. ⋁'
10. ⊙
11. ⁁.
12. ⊏

NAME ______________________ 369 DATE ______________________

HACER INC/ HISPANIC WOMEN'S CENTER
TASK #7 BILINGUAL VOCATIONAL TRAINING
ACTIVITY SHEET #1 VOCATIONAL
CROSSWORD PUZZLE

DIRECTIONS: FILL IN THE BLANKS ON THE CROSSWORD PUZZLE USING THE MEANINGS OF THE PROOFREADING SYMBOLS LISTED BELOW. THE SYMBOLS THE HORIZONTAL COLUMN CORRESPOND TO THE HORIZONTAL BLANKS, THE SYMBOLS . THE VERTICAL COLUMN CORRESPOND TO THE VERTICAL BLANKS.



1 PARAGRAPH
2 MOVEDOWN
3 INSERTHYPHEN
4 LOWERCASE
5 CAPITALIZE
6 TRANSPOSE
7 INSERTWORD
8 INSERTSPACE
9 DELETE
5 CLOSEUPSPACE
6 INSERTCOMMA
7 MOVERIGHT
8 INSERTQUOTATIONMARKS
9 INSERTAPOSTROPHE
10 INSERTPERIOD
11 INSERTCOLON
12 MOVELEFT

HORIZONTAL

1. ¶
2. ⌴
3. ^
4. Lc or /
5. ≡
6. ∽
7. ^
8. #
9. ℘

VERTICAL

5. ⁀
6. ^
7. ⊐
8. ∨ ∨
9. ∨
10. ⊙
11. ^
12. ⊏

NAME ______________________ DATE

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #7
ACTIVITY SHEET #2 VOCATIONAL

DIRECTIONS: Rewrite the word or sentence according to proofmarks.

1. I am enclosing an $\underline{\underline{\underline{o}}}$rder $\underline{\underline{\underline{f}}}$orm.

   I am enclosing an Order Form.

2. Govern ⁀ ment ____________________
3. Our $\overset{\text{next}}{\wedge}$ meeting ____________________
4. Bailey$\overset{\text{'}}{\vee}$s report ____________________
5. But $\overset{,}{\wedge}$ I ____________________
6. The following list $\overset{:}{\wedge}$ ____________________
7. Entry $\overset{-}{\wedge}$ level ____________________
8. Thank you ⊙ ____________________
9. $\overset{\text{"}}{\vee}$Find the letter,$\overset{\text{"}}{\vee}$ he said ____________________
10. Today $\overset{;}{\vee}$ however ____________________
11. The work$\overset{\#}{}$is to be ____________________

12. $\underline{\underline{\underline{b}}}$usiness $\underline{\underline{\underline{e}}}$nglish ____________________
13. We are (today) writing ____________________
14. Co(em) to the offi(ec) ____________________
15. (gov.) ____________________

NAME ____________________ DATE ____________________

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #7
ACTIVITY SHEET #2 VOCATIONAL

DIRECTIONS: Rewrite the word or sentence according to proofmarks.

1. I am enclosing an order form.
I am enclosing an Order Form.
2. Govern⁀ment Government
3. Our ‸next meeting Our next meeting
4. Bailey's report Bailey's report
5. But ‸, I But, I
6. The following list‸: The following list:
7. Entry ‸- level Entry-level
8. Thank you ⊙ Thank you.
9. "Find the letter," he said "Find the letter," he said
10. Today‸; however Today; however
11. The work#is to be The work is to be

12. business english Business English
13. We are (today) writing We are writing today
14. Co(em) to the offi(ec) Come to the office
15. (gov.) government

HACER INC/HISPANIC WOMEN's CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #7
WRITTEN EVALUATION J.R.ESL
MATCHING TEST: PROOFREADING SYMBOLS

MATCH THE SYMBOLS IN COLUMN A WITH THEIR MEANINGS IN COLUMN B WRITE THE LETTER OF THE MEANING ON THE BLANK LINE NEXT TO THE CORRECT SYMBOL.

COLUMN A		COLUMN B
1. #	________	A. Transpose
2. ¶	________	B. Insert
3. $\overset{\frown}{\smile}$	________	C. Add a space or line
4. ℓ or /	________	D. Close up
5. ds	________	E. Delete
6. ∧ or V	________	F. Lower case
7. stet	________	G. Upper case
8. lc	________	H. Move to the left
9. ⊏	________	I. Move to the right
10. ⊐	________	J. Single space
11. ss	________	K. Double space
12. ∽	________	L. Triple space
13. ts	________	M. Let it stand
14. ≡	________	N. Begin new paragraph

NAME ______________________________ DATE ____________________

HACER INC/HISPANIC WOMEN's CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #7
WRITTEN EVALUATION J.R.ESL
MATCHING TEST: PROOFREADING SYMBOLS

MATCH THE SYMBOLS IN COLUMN A WITH THEIR MEANINGS IN COLUMN B WRITE THE LETTER OF THE MEANING ON THE BLANK LINE NEXT TO THE CORRECT SYMBOL.

COLUMN A

1. # C
2. ¶ N
3. ⁐ D
4. ℓ or / E
5. ds K
6. ∧ or V B
7. stet M
8. lc F
9. [H
10.] I
11. ss J
12. ∽ A
13. ts L
14. ≡ G

COLUMN B

A. Transpose
B. Insert
C. Add a space or line
D. Close up
E. Delete
F. Lower case
G. Upper case
H. Move to the left
I. Move to the right
J. Single space
K. Double space
L. Triple space
M. Let it stand
N. Begin new paragraph

NAME ______________________ DATE ______________________

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #7

ATTACHMENT
STEPS AND TECHNICAL KNOWLEDGE

1. Obtain WordStar disk and data disk.
2. Obtain typed document with 59 proofreader's marks.
3. Seek clarification from facilitator if necessary
4. Turn on and boot the microcomputer.
5. Change disk drive (A) to (B).
6. Open a file and name it "Proofed".
7. Set left margin.
8. Set right margin.
9. Clear tabs (use ^ONA).
10. Set line spacing.
11. Keyboard the document, take into account the proofreader's marks on the document. Follow instructions, consult sheet if necessary
12. Upon completion, review the keyboarded document; check for errors, compare against the original.
13. Repeat step 11 (use ^QR to go to beginning of document).
14. Save the file (^KD).
15. Turn on printer.
16. Insert letter size paper (8½" x 11").
17. Print file "Proofed" Use (P,ESC).

TASK #7

OPERATION SHEET

OPERATION: EDIT A HEAVILY PROOFREAD TEXT, TYPE, SAVE AND PRINT A FILE ON A MICROCOMPUTER

I. MATERIALS

a. Microcomputer

b. Typed letter with proofreader's symbols

c. WordStar disk

d. Data Disk

II. PROCEDURE

How to edit a heavily proofread text, type, save and print a file on a microcomputer.

1. Obtain WordStar disk and data disk.
2. Obtain typed document with 59 proofreader's marks.
3. Seek clarification from facilitator if necessary
4. Turn on and boot the microcomputer.
5. Change disk drive (A) to (B).
6. Open a file and name it "Proofed".
7. Set left margin.
8. Set right margin.
9. Clear tabs (use ^ONA).
10. Set line spacing.
11. Keyboard the document, take into account the proofreader's marks on the document. Follow instructions, consult sheet if necessary
12. Upon completion, review the keyboarded document; check for errors, compare against the original.
13. Repeat step 11 (use ^QR to go to beginning of document).
14. Save the file (^KD).
15. Turn on printer.
16. Insert letter size paper (8½" x 11").
17. Print file "Proofed" Use (P,ESC).

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK # 7

JOB SHEET: EDIT A PROOFREAD TEXT, RETYPE USING A TYPEWRITER.
PRACTICE # 1

DIRECTIONS: Read the attached draft of a letter. Edit the draft according to the proofreader's symbols. Type the letter using a typewriter.

I. MATERIALS

a. Typewriter
b. Typed letter with proofreader's symbols

II. FORMAT

a. Block style/simplified
b. Left margin 15
c. right margin 75

October 21,19...

4 spaces

Martino Bookbinding Co.
15 Broadway ~~Rm 201~~
New York, NY 10012

Daer sir:

I read in Sunday's classsified section of the New York times that your company has an opening for a clerk-typist with Wo-rd ~~prcc-ssing~~ PROCESSING experience.

i would like to applyfor the position. I have just completed an intensve course in wordprocessing and I am familar with the latest Microcomputor operations. I have a good clerical background hav ing worked for ~~severel~~ several years in the clerical field.

I have enclosed a copy of my resume, and I look forward to the ~~opertunity~~ OPPORTUNITY to interview for the position.

sincerly ~~your,~~ YOURS,

October 21, 19...

Martino Book Co.
15 Broadway
New York, NY 10012

Dear Sir:

I read in Sunday's classified section of the New York Times that your company has an opening for a clerk-typist with Wordprocessing experience.

I would like to apply for the position. I have just completed an intensive course in Wordprocessing and I am familiar with the latest Microcomputer operations. I have a good clerical background having worked for several years in the clerical field.

I have enclosed a copy of my resume, and I look forward to the opportunity to interview for the position.

Sincerely yours,

HACER, INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #7

JOB SHEET: EDIT A PROOFREAD TEXT: TYPE, SAVE AND PRINT A FILE.
PRACTICE #2

DIRECTIONS: Read the attached draft of a letter. Edit the draft according to the proofreader's symbols. Type, save and print the file on a microcomputer. If necessary consult your information sheets.

I. MATERIALS

a. Microcomputer
b. Typed letter with profreader's symbols
c. WordStar disk
d. Data disk

II. FORMAT

a. Block style/simplified
b. Left margin 15
c. Right margin 75

HACER INC./HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #7

JOB SHEET:
PRACTICE # 2

(Current date)

Mrs. Adele Ontko
Adele's Boutique
284 Shady Avenue
Hartford, CT 07654

dear Ms. Ontko:

Weare very happy that you are willing to ~~except~~ ACCEPT our invitation tooffer our line of gold jewelery to your customers. One of our salespersons will call on you to discuss the ~~mater~~ MATTER further. Formerly, we handled this type of transaction by mail, but we found that a personal visit is more efficient. This visit will precede the delivery of the jewelery to you. Please feel free to ask the salesperson any questions that you may have. The principal reason for sending a salesperson is to be sure that everything is understood fully and THAT we do not proceed too rapidly. We would rather take ~~a little longer~~ MORE TIME than to rush things and lose your goodwill. We feel quite confident that this new line will be a success. A salesperson will call you this week to make an appointment to finalize plans and answer any questions THAT YOU MAY HAVE.

Sincerely,

RESOURCE: *Workbook for Applied Secretarial Procedures*, 7th ed.
Fries, Rowe, Travis, Blockhus. Gregg Div./
McGraw Hill

TASK 7
JOB SHEET
PRACTICE #2

Current Date

Mrs. Adele Ontko
Adele's Boutique
284 Shady Avenue
Hartford, Ct 07654

Dear Mrs. Ontko:

We are very happy that you are willing to accept our invitation to offer our line of gold jewelry to your customers. One of our salespersons will call on you to discuss the matter further. Formerly, we handled this type of transaction by mail, but we found that a personal visit is more efficient. This visit will precede the delivery of the jewelry to you.

Please feel free to ask the salesperson any questions that you may have. The principal reason for sending a salesperson is to be sure that everything is understood fully and that we do not proceed too rapidly. We would rather take more time than to rush things and lose your goodwill.

We feel quite confident that this new line will be a success.

A salesperson will call you this week to make an appointment to finalize plans and answer any questions that you may have.

Sincerely,

HACER INC/ HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #7

JOB SHEET: EDIT A HEAVILY PROOFREAD TEXT, TYPE, SAVE AND PRINT A FILE.
EVALUATION

DIRECTIONS: READ THE ATTACHED DRAFT OF A LETTER. EDIT THE DRAFT ACCORDING TO THE PROOFREADER'S SYMBOLS, THEN TYPE, SAVE AND PRINT THE FILE ON A MICROCOMPUTER. IF NECESSARY CONSULT YOUR INFORMATION SHEETS.

I. MATERIALS

a. Microcomputer

b. Typed letter with proofreader's symbols

c. WordStar disk

d. Data Disk

II. FORMAT

a. Block style/ simplified

b. Left Margin 10

c. Right Margin 70

HACER INC /HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK # 7

JOB SHEET
EVALUATION

October 2 1982

MR. Tom COURTNEY
MANAGER
Supper sport shops
122 Edison st.
cliffside, illinois 53983

Dear mr. courtney:

The contracts covering the period july 1 - december 31 are enclosed. ~~as agreed~~ the terms are similar to those in the present contract. please return two copies to us after you have signed them and ~~keep~~ kept ~~won~~ one copy for your files.

It is gratifying to ~~no~~ know that you are so pleased with the results you ~~have~~ had from advertising in our paper. we hope, though, that you will give further consideration to mr. anderson's suggestions about using more space and different copy. we are confident ~~they~~ such changes will give additional pulling power.

we apprecaite your business. ~~Those of~~ our advertising staff ~~are~~ is always ready to serve in you any way they can.

Sincerely Yours

The cliffside Herald

George e. Atkins
Advertising manager

Enclosurse

TASK 7
JOB SHEET
EVALUATION

October 2, 1987

Mr Tom Courtney
Manager
Super Sport Shops
122 Edison St.
Cliffside, Illinois 53983

Dear Mr. Courtney:

The contracts covering the period July 1 - December 31 are enclosed. The terms are similar to those in the present contract. Please return two copies to us after you have signed them and kept one copy for your files.

It is gratifying to know that you are pleased with the results you had from advertising in our paper. We hope, though, that you will give further consideration to Mr. Anderson's suggestions about using more space and different copy. We are confident such changes will give additional pulling power.

We appreciate your business. Our advertising staff is always ready to serve you in any way they can.

Sincerely yours,

George E. Atkins
Advertising Manager
The Cliffside Herald

Enclosure

HACER INC/HISPANIC WOMEN'S CENTER
BILINGUAL VOCATIONAL TRAINING

TASK #7

PERFORMANCE TEST

TASK: Edit a heavily proofread text,save on an APPLE II Plus Microcomputer, then print from an Epson printer with 100% accuracy.

Directions: Demonstrate mastery of editing a heavily proofread text,on an APPLE II Plus Microcomputer by doing the following:

This test evaluates your ability to understand and utilize proofreading symbols to type, save and print a heavily edited letter. The facilitator will give you a typed letter which has been proofread, you must read the and interpret the symbols to make the required changes. Edit the text on an APPLE II Plus Microcomputer. Save the text and print the text using an Epson printer with 100% accuracy.

No.	Your performance will be evaluated using the items below. All must be "Yes".	YES	NO
1.	Was the format of the letter followed?		
2.	Was the hard copy free of typographical errors ?		
3.	Was the file saved on a disk ?		
4.	Was the file printed correctly ?		
5.	Was the hard copy submitted in one hour or less ?		

Trainee	Date	Attempts	Instructor's Signature

TASK #7

PERFORMANCE TEST
TASK: Edit a proofread text, type, save and print a file
This checklist will be used by the JRE instructor to evaluate the participant during the vocational performance.

	YES	NO
1. Did participant understand directions?		
2. Did participant listen to oral instructions?		
3. Did participant seek clarification during the task?		

Trainee	Date	Attempts	Instructor's Signature